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The
MARYLAND
STATE NORMAL SCHOOL
AT
TOWSON

Catalogue

FOR

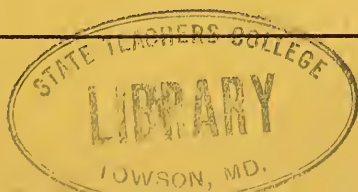
1923---1924

1924---1925

AND

Announcement

1925---1926



5/24-1127/30

Summer Session.....Dates to be Announced

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STATE BOARD OF EDUCATION AND TRUSTEES
OF THE
MARYLAND STATE NORMAL SCHOOL AT TOWSON
1924-1925
1925-1926

DR. HENRY M. FITZHUGH, *President*
Westminster

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State Superintendent and Secretary of the Board
Towson

DR. J. M. T. FINNEY
Baltimore

THOMAS CHAMBERS
Federalsburg

MARY E. W. RISTEAU
Jarrettsville

EMORY L. COBLENTZ
Frederick

EDGAR MACMASTER
Snow Hill

TASKER G. LOWNDES
Cumberland

The Towson Normal School Committee

DR. HENRY M. FITZHUGH, *President*

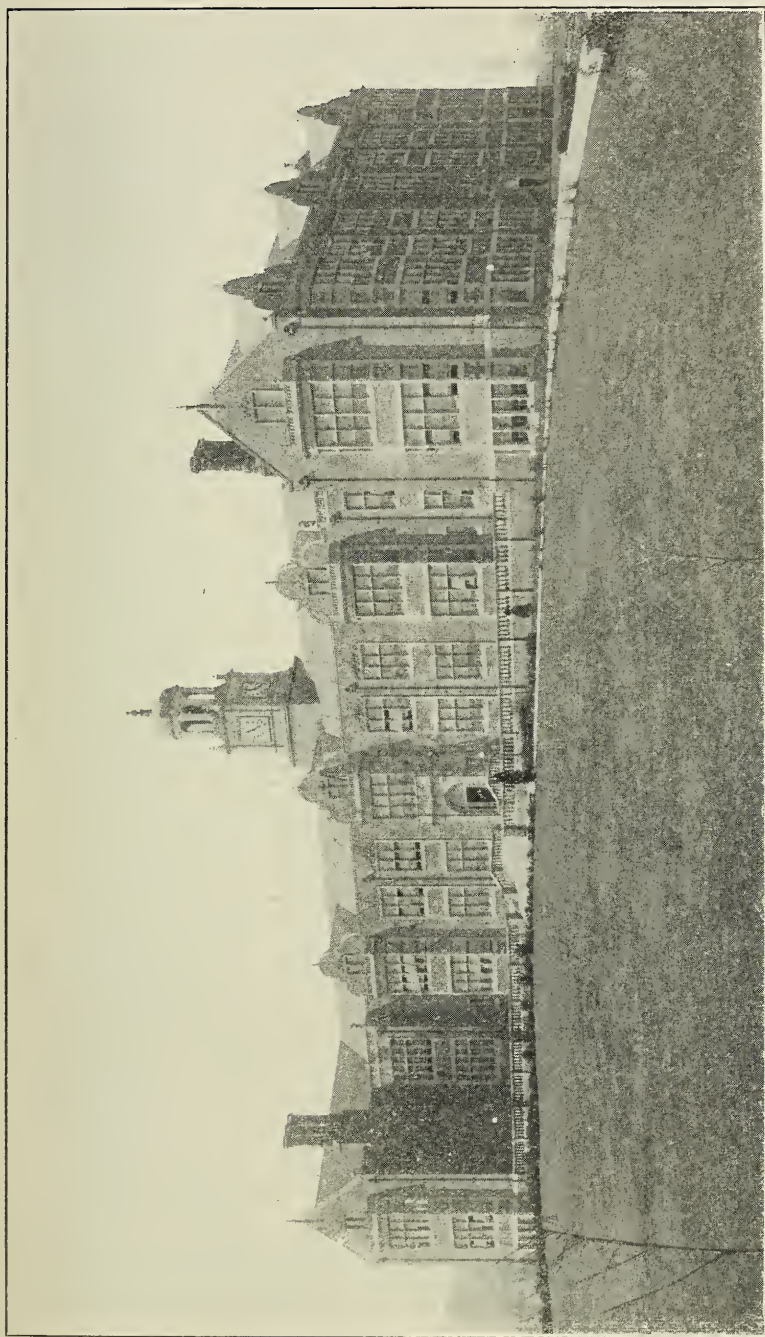
ALBERT S. COOK

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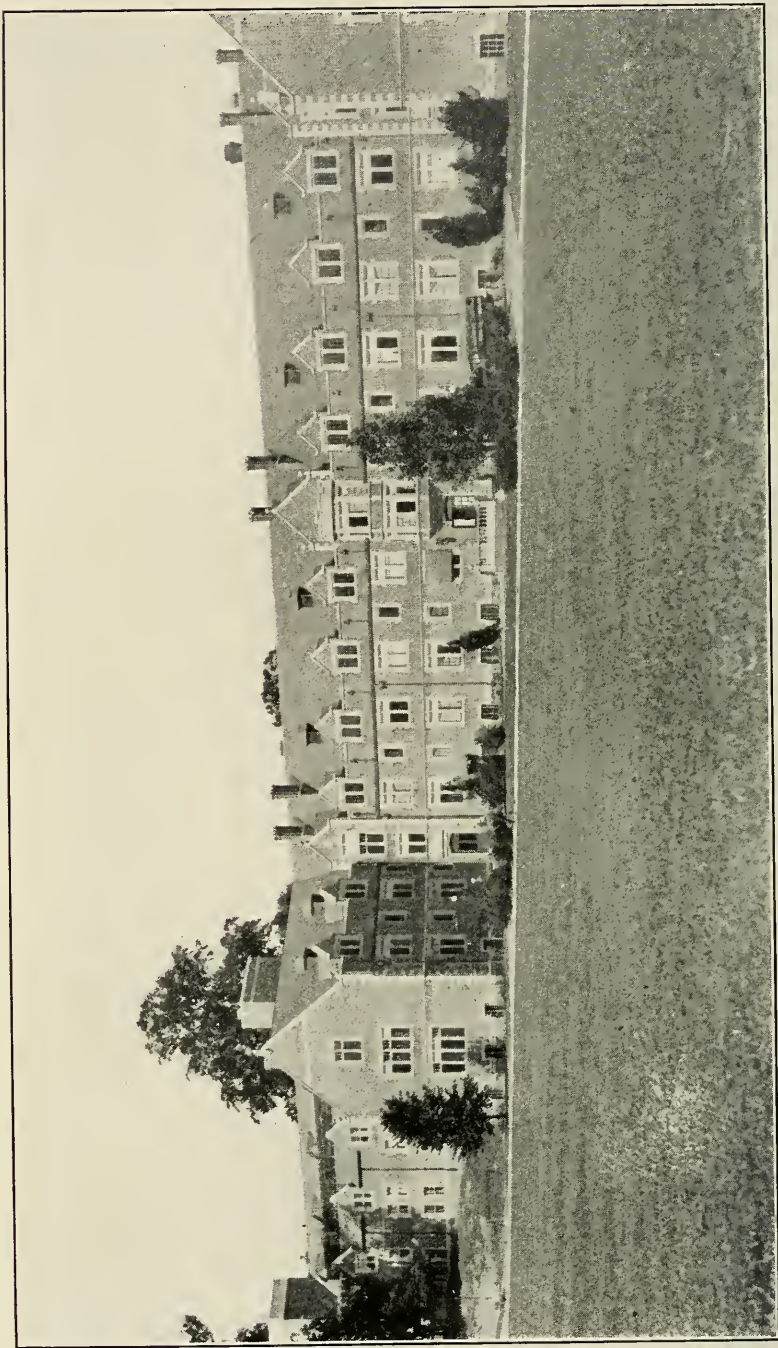
MARY E. W. RISTEAU

EMORY L. COBLENTZ

LIDA LEE TALL
Principal



ADMINISTRATION BUILDING, MARYLAND STATE NORMAL SCHOOL AT TOWSON.



RICHMOND HALL

NEWELL HALL

DORMITORY STUDENTS AT THE MARYLAND STATE NORMAL SCHOOL AT TOWSON, LIVE IN THESE BUILDINGS.

FOREWORD

WHO SHOULD ELECT TEACHING AS A PROFESSION

The selection of a life career should be made after careful consideration of all the factors involved. Are you considering the teaching profession? Investigate intelligently at least, along these three lines: (1) The status of teaching in Maryland; (2) The personal qualifications of candidates; (3) The opportunities in the profession.

Status of the Profession in Maryland

In Maryland there are about 4,825 white teachers in elementary schools, of whom 3,065 are teaching in the elementary grades in the twenty-three counties and 1,757 in Baltimore City. In the counties about eleven per cent of these are teaching on third-grade certificates; about one-fourth on second-grade certificates; and nearly two-thirds on first-grade certificates. In Baltimore City all are teaching on first-grade certificates. The educational objective in a forward looking and progressive state is to place "a trained teacher in every classroom" in the schools of the State. Therefore, to do their duty by the people of Maryland the Normal Schools of the State should have in attendance at least one thousand students, so that five hundred trained teachers can be counted upon yearly to take the places of the five hundred teachers who leave the field each year.

Personal Qualifications

High school graduates who elect the teaching profession as their chosen field, should be those who have considered all the professional fields; medicine, law, engineering, institutional management, education—and after due study of their own aptitudes for these callings, should have decided that the field of education holds for them the greatest possibilities for personal growth, special abilities, and success. Such young men and women will be real students; will love children and be as interested in developing a child's possibilities as a student of medicine is in studying disease or surgery in its remedial and preventive phases; will possess characteristics of leadership; will, if possible, have a sense of humor; and, above all else will

be straight-forward and trustworthy, and willing to seek the truth always.

To this type of high school student the normal schools of the country extend a welcoming hand.

Opportunities in the Profession

The profession needs leaders, and for these there are always positions open. Professor E. L. Thorndike says that if education could claim five hundred such leaders as medicine has, represented by such men as Maryland's own Dr. John M. T. Finney and Dr. William Welch of the Johns Hopkins Medical School, and Dr. Simon Flexner of the Rockefeller Institute, education would indeed be looked upon with the respect it deserves among the group of professions. Our slogan is "A trained teacher in every classroom in the schools of the country." When this is accomplished other results will follow, and the greatest objective a democracy can work for will have been reached—*the stamping out of illiteracy and the giving of an equal opportunity to every boy and girl in the United States.*

Opportunities within the State

The State law for 1922 raised the minimum beginning salary for elementary school teachers from \$800 to \$950 for a normal school graduate or a teacher with a first-grade certificate, with a bonus of \$100 additional for graduates in charge of one or two teacher rural schools. The Counties vary in the minimum for beginning teachers from \$950 to \$1,400. At present the beginning salary in Baltimore City is \$1,200. Positions at the top are open to gifted and experienced teachers, as principals, as helping teachers, as supervisors, and as county superintendents.

The Towson Normal School graduates of June, 1924 (numbering 239), have been located as follows: About 30.5 per cent are in rural schools of the one-teacher type; about 20.3 per cent in two-room rural schools; and about 49.2 per cent in graded schools with three or more teachers. Of the graduates receiving diplomas then, all were placed in positions by September first, and all those completing the required work at the end of the Summer Session were engaged by September the fifteenth.

GENERAL INFORMATION

HISTORY

The Maryland State Normal School, the oldest and the leading institution in the State of Maryland for the training of elementary school teachers, was created by the Legislature of 1865, and opened on January 15, 1866. It was for a long time Maryland's only institution exclusively devoted to the preparation of teachers for public schools. The old Normal School building, which housed the school on Lafayette Square, in Baltimore, from 1876 until 1915, is gratefully remembered by hundreds of Maryland teachers, and it still stands as one of the most interesting landmarks in the history of public education in Maryland.

In June, 1924, by an arrangement of the Baltimore City School Board with the State Board of Education, the Training School for Teachers in Baltimore City was closed and plans were effected so that all the senior students of the Teachers Training School would finish their required second year at the State Normal School at Towson and all new City students from the high schools would henceforth enroll regularly in the State Normal. The opening of the year 1925-1926, therefore, is an historic milestone in the development of the school, and in teacher training particularly. The enrollment in September, 1924, numbered 510 from Baltimore City and 614 from the Counties of the State.

LOCATION AT TOWSON

In the autumn of 1915 the school was moved into splendid new quarters just south of Towson, in Baltimore County, where, under the supervision of the Maryland State Normal School Building Commission, the State made an educational investment of more than \$840,000. This location is ideal. The grounds, over 88 acres in extent, comprise beautiful lawns, athletic fields, woodlands, residence halls, and truck gardens contributing to the support of the residence halls. There is abundant opportunity for healthful outdoor recreation, for connecting up school instruction with field study of the real

things of nature, and for gaining practical knowledge and experience from the various regular and extra-school activities of the institution.

Though entirely removed from Baltimore, the school is near enough to Maryland's great city to permit of trolley trips to Baltimore for visits to the art galleries, for attendance upon concerts and lectures, and for other cultural purposes. From time to time, also, on Saturdays and holidays, boarding students may conveniently meet their parents for a day together in Baltimore. Moreover, the mail, express and other conveniences of Towson are immediately at hand; and the schools of Baltimore (for the City students), Lutherville, Timonium, Riderwood, Fullerton, Ridge and other nearby places (for the County students), afford opportunities to visit typical urban, suburban and rural schools, and to do their practice teaching under normal conditions.

BUILDINGS

The main buildings are the Administration Building, Newell Hall, Richmond Hall and the Power House.

ADMINISTRATION BUILDING

The Administration Building contains the executive offices, reception rooms, Alumni parlors, the auditorium, lecture rooms, classrooms, laboratories, the library and the home economics department, including the cafeteria and dining room for the accommodation of day students. In this building also is located the Elementary School that serves as the laboratory school for demonstration, observation and practice work, being a regular seven-grade suburban Baltimore County school for children living in the Towson district immediately surrounding the school, and for children from Baltimore City in the proximity of the school.

THE LIBRARY

The main floor of the North wing of the Administration Building is devoted to library purposes, with office and two large Reading Rooms containing about 25,000 volumes. Of this number, approximately 7,000 are charged out as texts

for the term, and 18,000 are maintained for reference and reading through the day and circulated for overnight use.

The reference collections of standard encyclopaedias are to be found in both rooms, and the selected group of current periodicals are arranged with late numbers in the Main Room and reference files in the Annex.

Our doubled enrollment (September, 1924) has set a greatly increased standard in books and equipment for us to reach, and the school has made a stupendous effort during the past year to meet national standards for teacher training institutions of our present size. In the Annex, a mezzanine floor and gallery with shelving to hold 10,000 volumes has been erected. Between 5,000 and 6,000 new books have been purchased, notable additions being made in the collections for teaching reading, geography, history, hygiene and industrial arts.

A small but carefully chosen fiction collection is maintained for purposes of recreation, literary reference, and formation of reading habits; and our magazine list includes all the "Quality Group," plus the best educational and current event titles.

Practice in the use of the library is assured by assignments from all departments covering required work, supplementary reading, and the use of periodicals and indexes.

By arrangement with the elementary school, library reading or story-telling periods are conducted for each grade. Students have the privilege of observation, and occasional participation in these story-telling groups.

SCHOLARSHIPS, LOANS AND HONOR AWARDS

Perhaps the outstanding student in a school like this is one who is willing to borrow money for his education, giving a note to return the loan with interest after he has begun to teach. Perhaps the best type of student is to be found among the gift-scholarship students—such gift-scholarships as are presented by the Daughters of the American Revolution and the County Boards of Education. Perhaps after all the best student is not in either of these two classes, but rather is the student who, without promise of reward, day by day, builds up his record until he is voted upon by either faculty or students, or both, for certain achievements, unquestionably fine.

The following information will prove interesting to an applicant for entrance to the Normal school:

LOAN FUNDS

THE SARAH E. RICHMOND LOAN FUND FOR SENIORS ONLY

The Sarah E. Richmond Loan Fund is money accumulated, first, by the gift of Sarah E. Richmond of the five hundred dollars presented to her when the Alumni of the school honored her upon the occasion of her fiftieth teaching anniversary in the school; second, by the interest accumulated through the good business investment of this sum by the trustees of the fund; and third, by further additions made by Miss Richmond through her will when she passed away in March, 1921. The trustees of the fund are Dr. Wm. T. Love, Laura P. Todd, Carrie G. Richardson. It is a fund for Seniors only and is loaned, at 6 per cent interest to Seniors who have been outstanding Juniors and who will do honor to the school that Miss Richmond so truly and deeply loved.

THE REESE ARNOLD MEMORIAL LOAN FUND

In January, 1922, Reese Arnold, one of the happiest and most popular of the members of the Junior Class, was almost abruptly, after a brief illness, taken from us. The student body decided to present a gift to the school that would perpetuate her memory.

The fund is known as the "Reese Arnold Memorial Loan Fund" and is awarded an entering student who has achieved honor in his high school life and who without the loan, could not continue his education. The teaching profession has gained by the intrinsically good character of the holder of this loan. It is administered through the school bank and is guarded by the efficient business ability of one of the mathematics instructors. The loan carries with it a 6 per cent. interest clause and is due within two years after a teaching assignment is accepted by the holder.

THE LILLIAN JACKSON MEMORIAL LOAN FUND

In March, 1925, a Senior, Lillian Jackson, after a week's illness from pneumonia, died. The school again resolved that the name of such a student must not perish from its list. So a loan fund to be known as the "Lillian Jackson Memorial Loan" was created, with the definite purpose of putting a capable Junior through her first year. The holding conditions are similar to those of the "Reese Arnold Memorial," and the loan will be carried by an entering student in 1925.

GIFT SCHOLARSHIPS

There are several types of gift scholarships which show the interest that is being taken by lay bodies of thoughtful men and women in teacher training for the State. The Daughters of the American Revolution,

through the Maryland Line Chapter, the Mordecai Gist Chapter and the Carter Braxton Chapter, carry five students each year. We are pleased to report that almost without an exception the D. A. R. students have been honor students not only in scholarship but in teaching ability also.

Other civic organizations are contributing, one of the most active being The Davidsonville Women's Club of Montgomery County, which presents a gift student to the school each year.

In June, 1923, the Alumni Association of the Towson High School decided to award annually what is called the Ted Prince Memorial Scholarship. Edmund Prince, who was known as "Ted Prince," after having completed the four-year high school course at Towson and the four-year course at Johns Hopkins University, entered the theological school at Alexandria, Va., from which he received the degree D. D. After having served a short while as an Episcopalian minister he entered the World War and lost his life on the battlefields of France. Of the many graduates of Towson High School who served during the war, he is the only one who did not return. The scholarship of 1923 was awarded to Hilda Atwill, and that of 1924 to Emma Stabler.

BOARDS OF EDUCATION SCHOLARSHIPS

Boards of Education have had the insight to pay the cost of training for some of their own county students. The one proviso is that the student shall return to the home county to teach. They select outstanding high school students for these honors and in the end the return from the money so invested brings a richer measure in an interest that has no parallel in the financial world, for it is "without money and without price." The Dorchester County Board has the honor of promoting the first of these Board Scholarships. Today three counties are operating such gifts. Anne Arundel has five; Montgomery County, twelve; and Prince George County, one.

THE NORMAL LITERARY SOCIETY LOAN

In May, 1925, the Normal Literary Society presented to the School a one hundred dollar "Loan Fund" as a memorial to their work in the school. The loan has already been sought and one of the well recommended graduates of an Eastern Shore High School will take the loan next year and be initiated into the Normal Literary Society as its first new member.

THE ACTIVE ALUMNI ASSOCIATION

During the Spring of 1924 the Alumni Association of the school, through its very efficient president, Miss Mary Lee, of Harford County, presented to the school for the summer session a fund for a Special Lectureship. We were able to secure Dr. Harry B. Wilson, Superintendent of the Berkeley, California Schools, who came for one week and lectured at the summer session. He used as his theme the title of his last book, "Modern Problems in Education." A similar fund is being presented for

the 1925 Summer Session and it is more than likely that such a project will be one of the permanent continuing activities of the Alumni Association. Dr. Esther Richards, of the Phipps Psychiatric Clinic, Johns Hopkins Hospital, will lecture for a week upon the problem-child, detecting him in the normal group of children and tracing his tantrums and his mental and physical disabilities to their sources. In both cases, so far, the fund was raised through theatre benefits which gave the Alumni a chance to share with each other a social pleasure and at the same time project their influence upon education in the State in a most outstanding way.

The Alumni proposed at the annual meeting in June to launch a drive among the County Units for a \$3000 fund to become a Loan Fund for Juniors. Fifteen hundred dollars is to be raised in 1925-26, and the balance in 1926-27.

INTEREST OF THE TOWSON BANKERS

For the last seven years the Baltimore County Bank of Towson has offered an award of ten dollars for the outstanding scholarship student in the school. The scholarship record must accumulate throughout the two-year course. Holders of this award for the last three years are as follows: Bertha Wood, of Calvert County, Class of 1922; Caroline Elizabeth Read, of Talbot County, Class of 1923; Miriam Cronhardt, of Baltimore County, Class of 1924; and Bessie Arterburn, of Howard County, Class of 1925.

Two years ago the Second National Bank of Towson offered a character award of ten dollars for the most worthy student-citizen of the school. Ethel Lynch, of Baltimore County, was elected by the Class of 1923; Naomi Harsh, of Washington County, was elected by the Class of 1924; Lionel Burgess, of Howard County, was given the award in 1925.

This year the Towson National Bank offered a twenty dollar award for Rural Practice Teaching and Predicted Leadership for Community Service. Throughout the year the students practicing in the one and two-room schools in Baltimore County affiliated with the Normal, have been doing their best, spurred on by this award. The award was given in 1925 to Bessie May Arterburn, of Howard County.

HISTORY CONTEST AWARD

During the year 1923-24 the Honorable J. Charles Linthicum, an Alumnus of this school, now representing Maryland in Congress, offered a twenty-dollar award for an essay contest. "The Constitution of the United States" was the topic selected. Miss Emma Evelyn Flook of Frederick County, won the honor.

THE AMERICAN SCHOOL CITIZENSHIP LEAGUE.

The American School Citizenship League has for a number of years been active throughout America and throughout the world in the pro-

moting of citizenship, national and international. This school has had signal success in winning the honors offered by the League. These essay contests have been guided by one of the instructors of history at Normal, who has been indefatigable in setting up scholarly standards for study and research among the students who have entered their essays year by year in the international contests. The record of the school is as follows:

1919—Lola Wood, third prize, Senior Class.

1920—Grace Tull, second prize, Academic Class.

1921—Lucille Heath, first prize, Senior Class.

1922—Cornelia Wilson, second prize, Senior Class.

1924—Katherine Gibson, first prize, Senior Class; Harry Bachelor, third prize, Senior Class.

If the measure of a school is the interest of the public in its purposes, and the interest of its pupils in the world outside that touches and shapes their professional ends then certainly the Maryland State Normal School can say, "We march on together hand in hand—we cannot fail, for education leads and understanding followeth close and toucheth deeply."

LIVING ACCOMMODATIONS

Newell Hall, the main dormitory, is constructed on a plan affording room and bath facilities quite superior to those ordinarily found in even the best of the private boarding schools and colleges. The unit of the plan, fully carried out on the first two floors, is a pair of rooms with commodious bath between them. Rooms accommodate two, three, or four students. The third floor has the common dormitory arrangement of group baths at the two ends of the corridor. Newell Hall will house two hundred and eighty students.

A suite of five rooms, four for the women students and one for the men, at the extreme southeast end of the main corridor of the building, where there is much privacy and sunlight, is set aside for infirmary purposes, and here, any student taken sick may be cared for, if necessary, away from all other students. There is a special diet kitchen for the infirmary service; and there are a full-time physician and a trained nurse in residence.

Richmond Hall, named after the former principal, Sarah E. Richmond, beloved and honored by all the Alumni for her long connection of fifty-five years with the School, is a wing con-

necting with Newell Hall. It was completed September, 1924. This Hall accommodates 130 students in comfortable rooms, most of which are for two students. There are a few single rooms, and sleeping-porch accommodations for sixteen students. The new social room on the first floor provides a restful and homelike place where students may enjoy their leisure time or receive their friends.

During the summer of 1925 two wings will be built out from the rear of the present dining room in Newell Hall. These will allow for the seating of over 500 students where now only 180 are accommodated at a sitting. Breakfast and luncheon will be served cafeteria style. Dinner will be a served meal when all are seated, and the courtesies of table conduct and social life will be a part of the regular student life.

THE POWER HOUSE

The Power House is the center of the lighting, heating, water, gas, electric and refrigerating service which is supplied by a tunnel system to all parts of the buildings and grounds. In it is located the laundry and a practice room for athletics. In September, 1921, the practice-room was transformed into a Barracks for the men students, and has con-



MEN STUDENTS RECEIVING TEACHER TRAINING AT TOWSON
IN 1923-1924

tinued to be used for this purpose. Finding, however, that practice rooms for athletics are greatly needed, due to the large enrollment of students, it will be necessary to place all men students in the town of Towson, beginning September, 1925.

OUT-OF-DORMITORY ACCOMMODATIONS

By September, 1922, the enrollment had increased to such proportions that the limit of dormitory capacity, which accommodated three hundred and eighty-five resident students, had been reached. An appeal was made to the citizens in the town to open their homes, and as a result ninety students were placed in most comfortable boarding houses. This is done in all college towns where enrollment exceeds dormitory capacity. A list of available rooms is furnished to parents upon request, and these Towson boarding students will assume responsibility for renting and paying for rooms during the thirty-six weeks of school. Such students, living in the Towson homes, pay \$72 per year to the school for meals and laundry and approximately \$3 a week to the Towson hostess.

SUPERVISION OF RESIDENT STUDENTS

(This includes all dormitory and Towson boarding students.)

The regular hours of the school day are from 9:00 A. M. to 4:00 P. M.; and day students, upon completing, each day, any assignment they may have after 3:00, are free to leave for their homes, and the school is held for no further responsibility toward them. Over the resident students, however, the instructors, the officers of the dormitories, and the hostesses in the Towson boarding homes exercise the customary residence hall supervision and guidance, so that parents may feel assured that their daughters and sons are in the hands of careful, responsible and experienced institutional directors. To this end the hours of the day outside of school hours are systematically arranged in a program of recreation and study or other appropriate duties, efforts being made to have every student interested to a proper extent in recreation and social activities as the needful supplement to study and recitation. Social functions, such as class entertainments, teas, receptions

and dances, are planned under faculty chaperonage as a valuable means of promoting the education of the students in the social graces, a very necessary element in the future teacher's equipment.

Because these social and recreative activities among students themselves, added to the serious program of studies assigned each class, are considered sufficient to occupy the whole time of everyone in the dormitories, visits of outside persons, are not encouraged on school nights. Visitors are, however, received on Friday evenings and Sunday afternoons; but students must register their visitors, so that, whenever it seems desirable, parents may be informed of the guests their sons and daughters are entertaining.

A printed form concerning week-end privileges is filled out by the parents. Parents are earnestly requested not to ask for week-end home privileges for their sons and daughters oftener than once a month. Indeed, the school has found that those students who go home only at Thanksgiving, Christmas and Easter, are, in the main, more loyal and studious than those who leave oftener.

Attention to the religious interest of the students is given in the form of regular chapel exercises in the school and Sunday vesper services in the dormitory. Cordial co-operation is sought between the school and the ministers of the various churches in Towson and Baltimore, so as to encourage the boarding students to attend regularly the church and Sunday School service of their family connection. A weekly Bible class is also conducted in the dormitory under the leadership of the Towson ministers.

There is an active Y. W. C. A. organization among the students.

The dormitory is managed partly through a student government organization which is an interesting development of the last four years.

**COST AND DORMITORY REQUIREMENTS
FOR BOARDING STUDENTS**

To encourage capable and ambitious young women and men to enter the profession of teaching and devote some years, if not a lifetime to service in public schools, the State offers all the advantages of the splendid Towson plant free of any tuition fee. All students who now enter are classed as scholarship students, since any worthy Maryland student, duly certified through scholarship and character as prepared to undertake Normal School work, may obtain admission to the school simply by agreeing to the obligation to teach in the public schools of Maryland for at least two years after graduation. The entrance requirement is fifteen points of high school credit and the recommendation that only students in the upper 50 per cent of the Senior high school class apply is strongly made.

Dormitory students admitted to rooms in the residence halls are given room, board and laundry, and personal care at the rate of only \$5.00 per week. This charge for the scholastic year of 36 weeks amounts to \$180, payable in two equal installments in advance, \$90 on the opening day in September and \$90 on February 1. In addition to this, three fees, to be paid every year, are required: a \$5 registration fee, a \$5 laboratory fee, and a \$5 health fee. The \$5 health fee is really a health insurance expedient, for by this fee the health of the student will be carefully safeguarded. A physician and a trained nurse are regularly employed as full-time members of the staff, and doctor's bills for petty ailments are met out of this fund. If, however, a student is ill enough to be sent to a hospital, to need X-Rays or special treatments, the school will not assume responsibility for such expenses.

All contagious disease cases are sent immediately to Sydenham Hospital or the Johns Hopkins Hospital, after parents have been consulted.

COST FOR DAY STUDENTS

Day students will pay only the three fees: registration, laboratory and health. They will deposit the breakage fee, which will be refunded at the end of their two-years' stay,

as in the case of the boarding students, if no damages are charged to the student.

Day students can obtain wholesome hot lunches in the school cafeteria at a very low charge.

COST AND BONDING FOR OUT-OF-TOWN STUDENTS

Students residing out of the State of Maryland may enter the Normal School and receive free tuition provided they pledge to teach two years in the State after graduating from the School. It is also necessary that a bond be furnished in the amount of \$600, which will be returned when the pledge to teach the two years has been fulfilled. This \$600 represents the difference between the amount the student pays and the actual cost per student to us, and assures the State that it does not lose in case the pledge is broken. The Fidelity Bonding Company attends to this matter for the school, and for their services the student pays \$10 a year for four years—the two years the student attends the School, and the two years he or she teaches in the State of Maryland. The \$600 does not necessarily have to be paid in cash, but the collateral offered must be negotiable. No real estate bond is accepted. This bond must be arranged for before the end of the first week of school, and Mr. Ernest C. Hatch, agent for the Fidelity Bonding Company, Towson, Maryland, will be glad to furnish any further information that may be desired.

SPECIAL MUSIC INSTRUCTION

Individual music instruction, if desired, can be arranged for at the School. For this instruction there are special rates according to the instrument and the size of the group. There will be group instruction and individual instruction. Individual instruction is more expensive than group instruction.

PERSONAL EXPENSES

There are, of course, other expenses incident to college life: Class dues (from \$1.00 to \$2.00 each year), Athletic Association dues (\$2.00), Literary Society dues, optional club dues, etc. A regular allowance should be provided by the parents for these and other personal needs, the minimum amount to be not less than \$1.00 a week or preferably \$50.00 for the year.

WHAT TO BRING WITH YOU

Every student must furnish for personal use: towels; toilet soaps; bureau scarfs; a quilted pad for the bed, size 72 in. by 30 in. (these can be purchased in the School Book Shop); one pair of blankets. One pair of blankets is furnished by the school. Each student should also bring two laundry bags, two tumblers, two spoons, and six table napkins.

The required uniform for athletics is: Two all white middy blouses, a black tie, a pair of black or dark blue bloomers, black stockings and white tennis shoes (sneakers). Knickers may not be worn for athletic work. Each student must be provided with shoes and rubbers or high arctics so as to be properly protected for bad weather.

Each student will be furnished with one new electric bulb for her room at the beginning of the year—these must be replaced when burned out. No electric stoves, curlers, or electrical appliances, except student lamps of standard make, are permitted. (Gas-jets are provided for the heating of curling irons.) No cooking is allowed in students' rooms. Neither is laundering allowed in rooms—it must be done in the students' laundry which is well equipped for the purpose.

Women students are allowed ten pieces of laundry each week.

The following is a list of the laundry allowed to men students per week: 2 pieces of underwear; 2 pairs of socks; 6 handkerchiefs; 2 towels; 3 shirts; 6 soft collars.

All extra laundry must be paid for at commercial rates.

Men students wear their coats for all classroom recitations and in the dining room; sweaters can be used only on the athletic field and in their own rooms.

No boarding student will be permitted to bring a personally owned automobile to the campus for his or her permanent use.

Woven laundry markers, specially numbered, must be attached to all articles sent to the laundry, and for these markers, which must be purchased at the school, there is a charge of \$1.00. A breakage or property deposit of \$5.00 is required of all students. This will be refunded at the close of the two-year course if the student has not broken or destroyed any of the dormitory furniture or furnishings.

SUMMARY OF FEES

Registration fee (required of all students).....	\$5.00 per year
Laboratory fee (required of all students).....	\$5.00 per year
Health fee (required of all students).....	\$5.00 per year
Property-damage deposit to be refunded at end of Senior year if no breakage is charged to the student (required of all students) per two years.....	\$5.00
Laundry markers (for boarding students).....	\$1.00 per year
Piano, other instruments, or vocal instruction, Fee named upon request	
Practice fee for use of piano.....	\$10.00 per year
Board in the Dormitories.....	\$180.00 per year
Rooms in Towson (students rooming in the town pay \$72.00 to the school for meals and laundry, and \$3.00 per week for room in a Towson home.)	
Use of students' laundry (for boarding students), \$1.00 per year	

APPLICATIONS FOR ADMISSION

Blank applications for admission will be furnished upon request. Such blanks should be secured, filled out and sent to the school well in advance of the student's coming, so that the reply from the school can inform the student as to the enrollment granted, and the dormitory reservation assigned. If, after a boarding student has been given a room assignment in one of the residence halls, or in the Town of Towson circumstances arise to prevent the student from attending Normal, that fact should be immediately communicated to the school, so that the room reservation thus surrendered may be available for another student.

ADDITIONAL INFORMATION

Additional information and answers to particular questions that students or parents may wish to ask will be gladly furnished.

Address: Lida Lee Tall, Principal,

The Maryland State Normal School at Towson,

Towson, Maryland.

PROFESSIONAL INFORMATION

FACULTY

1924-25 AND 1925-26

TALL, LIDA LEE.....	Principal B. S., Columbia University
DOWELL, ANITA S.....	Assistant to the Principal A. B., Goucher College; A. M. and Diploma in Health Super- vision, Columbia University
ANDRES, HELEN G.....	Home Economics Diploma, Bloomsburg (Pa.) State Normal School; B. S., Columbia University
BARRY, ROSE MARIE*.....	Music Teaching Diploma, Peabody Conservatory of Music, Baltimore; Piano Diploma, A. K. Virgil School of Music, New York City
BIRDSONG, NELLIE W.....	Psychology Diploma Normal School, Richmond, Va.; B. S. and A. M., Columbia University
BISHOP, EUGENE A.**.....	Educational Sociology A.B., York College, Nebraska; A.M., Columbia University
BLOOD, PEARL.....	Geography Diploma, Brockport Normal School, New York; A. M., Columbia University
BONN, FLORENCE R.*.....	Psychology Diploma, Maryland State Normal School at Towson; B. S., Johns Hopkins University
BURDICK, DR. DOROTHY S.....	Hygiene A. B., Mount Holyoke College; M. D., Johns Hopkins Medical School
CALLOWHILL, H. S.....	Physical Education Graduate, School of Physical Education, Springfield, Mass; Associated with the Baltimore P. A. L.
COBB, LEILA M.....	Psychology B. S., Columbia University

* Resigned June, 1925, to return to Baltimore City after a year's absence.

** Resigned June, 1925.

COOK, MARION I.....	Physical Education
Diploma, Wellesley College, Dep't of Hygiene	
DILLINGHAM, DOROTHY A.....	Physical Education
Diploma, Central School of Hygiene and Physical Education, New York City	
ECKFORD, MARY.....	History
A. B., Mississippi State College for Women; Graduate Student (one year) Columbia University	
EVANS, CLARICE*.....	Industrial Arts
B. S., Columbia University	
FRUM, BLANCHE.....	English
A. B., West Virginia Wesleyan College; A. M., Columbia University	
GREENLAW, VERA.....	Industrial Arts
Diploma, Northern Arizona Normal School; B. S., Columbia University	
GRISWOLD, SYLVIA M.....	Science—Hygiene
B. S., University of Chicago; A. M., Columbia University	
HALBERG, ANNA D.....	Director of City Practice
Diploma, Oshkosh (Wisconsin) Normal; B. S. and A. M., Columbia University	
HOLT, GERTRUDE.....	Assistant Librarian
HULSIZER, ALLAN.....	Director of Rural Practice
A. B., Harvard University; A. M., Columbia University	
JOHNSON, HELEN M.*.....	English
Diploma, Teachers Training School, Baltimore; B. S., Johns Hopkins University	
MATTHEWS, LILY W.*.....	Assistant Librarian
MCCORD, CLARA K.....	Industrial Arts
Diploma, State Normal School, Moorhead, Minnesota; A.B., Chicago University; Graduate work, Columbia University	
MCEACHERN, EDNA M.....	Music
B. M. and Diploma in Music, Whitman College, Washington; A. M., Columbia University	

* Resigned June, 1925, to return to Baltimore City after a year's absence.

MEDWEDEFF, MINNIE V.	Biology—Hygiene
Diploma, Teachers Training School, Baltimore; A. B., Goucher College	
MINK, GRACE W.	Kindergarten Materials
Diploma, Ethical Culture School, New York City	
MUNN, ALICE	English
B. S., Columbia University	
O'NEILL, ALICE	School Management
B. S., Diploma in Supervision, and A. M., Columbia University	
ORCUTT, ELEANOR V.	Mathematics
A. B., Goucher College; Graduate Work, Radcliffe College	
OSBORN, MARY L.	Librarian
Diploma, Geneseo State Normal School, New York; Diploma, Library School of New York Public Library	
OTT, MARY C.**	History
A. B., Hood College, Md.; A. M., Johns Hopkins University	
RICE, E. GRACE*	Hygiene—Nature Study
B. S., Columbia University	
SAMMIS, ETHEL E.	Physical Education
Diploma, Central School of Hygiene and Physical Education	
SCARBOROUGH, MARY HUDSON	Mathematics
Diploma, Maryland State Normal School at Towson; A. B., Goucher College; A. M. and Diploma in Supervision of Mathematics, Columbia University	
SCHROEDER, LOUISE H.	Music (Special Instruction)
Teachers Certificate, Peabody Conservatory of Music, Baltimore	
SNYDER, AGNES	Introduction to Teaching
Diploma, Teachers Training School, Baltimore; B. S. and A. M., Johns Hopkins University	
SNYDER, FLORENCE	Fine Arts
Graduate, Maryland Art Institute, Baltimore	
STAPLETON, HELEN C.	English
A. B., Goucher College; Graduate Student, Columbia University and Johns Hopkins University	

*Resigned June, 1925, to return to Baltimore City after a year's absence.

**Resigned June, 1925.

- STOLFUS, MARTHA** Geography
 A. B., Iowa State Teachers College, Cedar Falls;
 A. M., Columbia University
- THOMPSON, ALTA* English
 B. S. and A. M., Columbia University
- VANBIBBER, LENA C. History
 Diploma, Maryland State Normal School; B. S., Columbia University;
 A. M., Johns Hopkins University
- WALTHER, E. CURT Geography
 A. B., Cincinnati University; A. M., Columbia University
- WELDIN, WINIFRED** Kindergarten-Primary Principles
 B. S. and Diploma in Kindergarten and Primary Grade Supervision,
 and A. M., Columbia University
- WILSON, IDA B.** History
 Diploma, Maryland State Normal School at Towson;
 B. S., Columbia University
- WOELFEL, NORMAN Educational Measurements
 Diploma, Buffalo State Normal School, New York;
 B. S. and A. M., Columbia University
- WOOLSEY, GERTRUDE S. Fine Arts
 Diploma, New Paltz State Normal School, New York;
 Diploma, Industrial and Fine Arts, Pratt Institute, Brooklyn.

CAMPUS ELEMENTARY SCHOOL FACULTY

For Observation, Demonstration and Student Teaching Laboratory

- BROWN, STELLA E. Principal
 Diploma, Maryland State Normal School at Towson; B. S. and
 Diploma, Elementary School Supervision, Graduate Work
 Columbia University
- MINK, GRACE W. Kindergarten
- SIBLEY, MARTHA*** First Grade
 Special Teaching Certificate, Georgia State Teachers College for
 Women, Milledgeville
- FRUM, ONA PEARL Second Grade
 A. B., West Virginia Wesleyan College

* Resigned June, 1925, to return to Baltimore City after a year's absence.

** Resigned June, 1925.

*** Resigned from elementary school to enter English department in Normal School.

BUCKLEY, RUTH E. (Mrs. Gehring, June, 1925).....	Third Grade
Diploma, Maryland State Normal School at Towson	
READ, CAROLINE E.**.....	Fourth Grade
Diploma, Maryland State Normal School at Towson	
FITZGERALD, SADIE.....	Fifth Grade
Diploma, New Jersey State Normal School, Trenton; B. S. and Diploma in Elementary Education, and A. M., Columbia University	
PHIPPS, WILLIAM E.....	Sixth Grade
Anne Arundel Co. Public Schools; Extension Courses at St. Johns College, Johns Hopkins University and Columbia University	
FARRELL, LETITIA**.....	Seventh Grade
B. S., Johns Hopkins University	
HEATH, LUCILLE**.....	One-Room School (Rural Organization)
Diploma, Maryland State Normal School at Towson; One year Resident Work at Columbia University	

AFFILIATED TRAINING CENTERS—BALTIMORE CITY

Katherine Hodgson.....	Kindergarten, School No. 60
Francis and Clifton Streets	
Nellie Schreiber.....	Kindergarten, School No. 51
34th and Frisby Streets	
Zelma Thompson.....	Kindergarten, School No. 25
Bond Street, near Fleet	
M. Josephine Krager.....	First Grade, School No. 14
Linden Ave. and Wilson Street	
Pauline Rutledge.....	First Grade, School No. 51
34th and Frisby Streets	
Margaret Euler Bond.....	Second Grade, School No. 99
Mildred Tyson.....	Third Grade, School No. 99
North Ave. and Washington Street	
Helen Lerian.....	Third Grade, School No. 86
Winifred Barrett.....	Fourth Grade, School No. 86
Mulberry and Payson Streets	
Isabelle M. Johnstone.....	Fourth Grade, School No. 20
Preston and Eden Streets	
Marguerite Stotler.....	Fourth Grade, School No. 83
Lakewood Ave. and Orleans Street	

** Resigned June, 1925.

Mary L. Broening.....	Fifth Grade, School No. 22 Scott and Hamburg Streets
Anna Chesno.....	Fifth Grade, School No. 212 Ailsa Avenue, Hamilton
Josephine Mann.....	Fifth Grade, School No. 85 Lakewood Ave. and Oliver Street
Louise Guider.....	Sixth Grade, School No. 54 25th Street, near Charles
Margaret L. Hirschman.....	Sixth Grade, School No. 86 Mulberry and Payson Streets
Laura M. Wells.....	Sixth Grade, School No. 65 Poplar Grove St. and Lafayette Ave.
Mary Braun.....	Seventh Grade, School No. 213 Govans Ave. and Campbell Lane

AFFILIATED TRAINING CENTERS—BALTIMORE COUNTY

Gertrude Buckley.....	Intermediate Grades, Bare Hills
Mildred Buckley.....	Primary Grades, Bare Hills
Margaret Canavon.....	Primary Grades, Lutherville
Cora Royston.....	Intermediate Grades, Lutherville
Margaret Feeney.....	Intermediate Grades, Riderwood
Helen Galloway.....	Primary Grades, Riderwood
Mary Grogan.....	First Grade, Fullerton
Ruth Guyton.....	Sixth Grade, Fullerton
Mary L. Hipsley.....	One-room School (7 grades), Ridge
Katherine Logan.....	Intermediate Grades, Timonium
Margaret Ewing.....	Intermediate Grades, Pine Grove
Margaret Grau.....	Intermediate Grades, Putty Hill
Velma G. Remley.....	Primary Grades, Putty Hill
Anna Logan.....	Intermediate Grades, Baynesville
Edith Smith.....	Primary Grades, Baynesville

AFFILIATED TRAINING CENTERS—HARFORD COUNTY

Alma Thompson.....	Third Grade, Belair
Bessie Kelly.....	First Grade, Belair

AFFILIATED TRAINING CENTER—ANNE ARUNDEL COUNTY

One to be selected for practice, 1925-1926.

LIBRARY

Osborn, Mary L.....	Librarian
Holt, Gertrude.....	Assistant Librarian
Matthews, Lily W.....	Assistant Librarian
Bienemann, Ruth L.....	Clerk

OFFICE

Principal's Office

Rettaliata, Violet C.....	Secretary to the Principal
Gilbert, Adda L.....	Stenographer
Hartley, Dorothy E.....	Assistant

Registrar's Office

Carley, Gertrude.....	Registrar and Business Manager
Rose, E. Eurith.....	Assistant to the Registrar
Rawlings, Catherine.....	Business Clerk
Debaugh, Agnes.....	Clerk

Dormitory

Sperry, Ruth C.....Social and Dormitory Director
B. S., Columbia University

Dingle, Violet.....Assistant Dormitory Director
Nelson, MaryDietitian
A.M., Columbia University

Rudd, Helen M.....Assistant Dietitian
Burdick, Dr. Dorothy.....Resident Physician
A. B., Mt. Holyoke; M. D., Johns Hopkins University

Riley, Jennie Resident Nurse
Graduate Nurse, Worcester, Mass. Hospital Training School

Groom, Christine..... Clerk

NEW STAFF MEMBERS FOR 1925-26

BADER, HARRIET A.....History and Geography
Diploma, Normal School Terre Haute, Indiana;
A. B., College Course, Terre Haute, Indiana;
A. M., Columbia University

CONKLIN, MARY.....Hygiene
A. B., Goucher College; Graduate work, Columbia University

COOK, CATHERINE E.....Educational Measurements and Statistics
A. B., Sweetbriar College, Virginia;
A. M., Columbia University

CRABTREE, EUNICE.....English
A. B. and A. M., Georgetown University, Washington, D. C.

HERITAGE, RUBY Music
B. S., Columbia University

LIDLAW, RUTH.....Fourth Grade
Diploma, Teachers Training Course, and
B. S., Western Illinois State Teachers College

GROSS, LENNA.....	Asst. Director of Dormitory A. B., Simmons College
GUNN, CAROLYN.....	Asst. Dietitian B. S., Columbia University
SIBLEY, MARTHA.....	Reading (English IV) Special Diploma, State Teachers College for Women, Milledgeville, Georgia
SMITH, HARRIET.....	First Grade Diploma, State Normal School, North Adams, Mass.; Student, Columbia University
SNYDER, AGNES.....	Head of Department of Education; Director of Introduction to Teaching Course; History and Principles of Education Diploma, Teachers Training School of Baltimore; B. S. and A. M., Johns Hopkins University
STEELE, IRENE M.....	Assistant in Introduction to Teaching Course; History and Principles of Education Diploma, Maryland State Normal School at Towson; B. S. and A. M., Columbia University
VAUGHAN, CHARLOTTE ANNE.....	Sixth Grade Diploma, Georgia State College, Milledgeville; B. S., Columbia University
WEYFORTH, EMMA E.....	Music A. B., Goucher; Student, Peabody Conservatory of Music; Graduate work Johns Hopkins and Columbia Universities
WILLIS, MARGARET MIRIAM.....	History A. B., Wellesley College; A. M., Columbia University
Position not filled.....	Kindergarten-Primary Principles
Position not filled.....	Geography
Position not filled.....	One-Room Campus School
Position not filled.....	Assistant Librarian

STANDING COMMITTEES OF THE FACULTY

1923-24

The Principal is ex-officio member of all committees.

RE-ORGANIZATION, CURRICULUM, SCHEDULE AND CREDENTIALS—Eugene A. Bishop, chairman; Allan Hulsizer, Virginia Stone, Nellie W. Birdsong, E. Curt Walther, Lena C. Van Bibber, Anita S. Dowell, Gertrude Carley.

BANK—Eleanor V. Orcutt, Chairman; Student Assistants.

THE ORIOLE—Alice Munn, Chairman; Student Assistants.

PUBLICITY—E. Curt Walther, Chairman; Alice Munn, Nellie W. Birdsong, Student Council President, Student Assistants.

HEALTH PROGRAM—Anita S. Dowell, Chairman; Virginia Stone, Dr. Dorothy Burdick, Jennie Riley, Ruth C. Sperry, Gertrude S. Woolsey, Minnie W. Wandell, Ethel Sammis, Margaret C. Jones, Vera Greenlaw.

LITERARY SOCIETIES—Helen C. Stapleton, Chairman; Alice Munn, Gertrude Hartman, Vera Greenlaw, Edna McEachern, Mary L. Osborn, Minnie V. Medwedeff, President Normal Society, President Pestalozzi Society.

ATHLETICS—Marion I. Cook, Chairman; Ethel E. Sammis, Allan Hulsizer, Virginia E. Stone, H. C. Callowhill.

STUDENT ADVISERS FOR WELFARE AND ACTIVITIES—Vera Greenlaw, Chairman.

ASSEMBLY—Lena C. VanBibber, Chairman.

EXTRA-SCHOOL ACTIVITIES—Gertrude S. Woolsey, Chairman; Minnie V. Medwedeff, Anita S. Dowell, Allan Hulsizer, W. Perry Bradley.

CLUBS—Psychology, Craft, History, Dramatic, Rural, Geography, Boy Scouts, Girl Scouts, Camp Fire.

1924-1925

The Principal is ex-officio member of all committees.

ASSEMBLY—Lena C. VanBibber, Chairman; Rose Marie Barry, Stella Brown, Mary W. Eckford, Vera Greenlaw, Anna D. Halberg, Helen M. Johnson, Edna McEachern, Mary H. Scarborough, Florence A. Snyder, Alta E. Thompson, Student Officers, Student Council.

ATHLETIC—Marion I. Cook, Chairman; H. S. Callowhill, Violet Dingle, Dorothy A. Dillingham, Allan Hulsizer, Mary B. Nelson, Ethel E. Sammis, Normal Woelfel.

BANK—Eleanor V. Orcutt, Chairman.

BULLETIN BOARDS—Gertrude S. Woolsey, Nellie W. Birdsong.

CRAFT CLUB—Vera Greenlaw, Chairman; Clara K. McCord.

FACULTY MEETING AND FACULTY LUNCHROOM—Helen G. Andres, Chairman; Rose Marie Barry, Florence R. Bonn, Helen M. Johnson, Alice O'Neill, E. Grace Rice, Mary H. Scarborough, Florence A. Snyder, Martha Stolfus, Gertrude S. Woolsey.

GLEE CLUB—Edna McEachern, Chairman; Rose Marie Barry, Louise H. Schroeder.

GIRL SCOUTS—Minnie V. Medwedeff, Chairman; Martha Stolfus.

HEALTH PROGRAM—Anita S. Dowell, Chairman; Helen G. Andres, Stella E. Brown, Dr. Dorothy Burdick, Marion I. Cook, Dorothy Dillingham, Clarice Evans, Vera Greenlaw, Sylvia Griswold, Clara K. McCord, Minnie V. Medwedeff, Mary B. Nelson, E. Grace Rice, Jennie Riley, Ethel E. Sammis, Ruth C. Sperry.

HISTORY AND GEOGRAPHY—E. Curt Walther, Chairman; Pearl Blood, Mary W. Eckford, Mary C. Ott, Martha Stolfus, Lena C. VanBibber, Ida B. Wilson.

LITERARY SOCIETIES—Helen C. Stapleton, Chairman; Eugene A. Bishop, Blanche Frum, Allan Hulsizer, Helen M. Johnson, Alice Munn, Eleanor V. Orcutt, Alta Thompson, Ida B. Wilson.

MARSHALLS COMMITTEE—Lena C. VanBibber, Chairman; Minnie V. Medwedeff, Alice O'Neill.

THE ORIOLE—Alice Munn, Managing Editor.

PSYCHOLOGY CLUB—Nellie W. Birdsong, Chairman; Florence R. Bonn, Leila M. Cobb, Norman Woelfel.

PUBLICITY—Alta E. Thompson, Chairman; Alice Munn, Alice O'Neill, Gertrude S. Woolsey.

RELIGIOUS LIFE—Mary H. Scarborough, Chairman; Sadie Fitzgerald, Ruth C. Sperry, Helen G. Andres, Blanche Frum, William Phipps, Caroline Read, Martha Sibley.

REORGANIZATION OF ACHIEVEMENT CHART—Anita S. Dowell, Chairman; Vera Greenlaw, Alice O'Neill, Mary L. Osborn, Ruth C. Sperry, Winifred Weldin, Norman Woelfel.

STAGE—Vera Greenlaw, Chairman; Clara K. McCord, Alta E. Thompson.

STUDENT GOVERNMENT FACULTY COMMITTEE—Lida Lee Tall, Chairman; Eugene Bishop, Anita S. Dowell, Ruth C. Sperry.

SOCIAL—Ruth C. Sperry, Chairman; Helen G. Andres, Anita S. Dowell, Alta E. Thompson, Lena C. VanBibber, Winifred Weldin.

WOMEN'S FACULTY REST-ROOM—Mary H. Scarborough, Chairman; Florence R. Bonn, Sylvia Griswold, Lena C. VanBibber.

FACULTY AND STUDENT CONTACTS

	Faculty Advisers	Student Class-Chairmen
<i>Senior</i>	1—Miss Rice.....	Muriel Farrington
"	2—Miss Weldin.....	Alyda Gibbs
"	3—Miss Johnson.....	Ciril McAllister
"	4—Miss Scarborough.....	Mary Moss
"	5—Mrs. McCord.....	Marguerite Eskridge
"	6—Miss Birdsong.....	Saville Matthews
"	7—Miss Dowell.....	Minnie Gluth
"	8—Miss Halberg.....	Ruth Clagett
"	9—Miss Bonn.....	Anna Trail
"	10—Miss Eckford.....	Agnes Dulin
"	11—Miss O'Neill.....	Elizabeth Rencher
"	12—Miss Dillingham (girls).....	Julia Blacklock
"	13—Miss Dillingham (girls).....	Josephine Coston
"	14—Miss Van Bibber.....	Viola Bradford
"	15—Miss Cobb.....	Alice Appel
<i>Boys</i>	—Mr. Woelfel.....	Clifton Morris
	—Mr. Phipps.....	Thos. Hackett
<i>City Specials</i>	—Miss Mink.....	Emma Sutherland
<i>Junior</i>	1—Miss Evans.....	Elsie Quarles
"	2—Miss Blood.....	Ruth Schroeter
"	3—Miss Thompson.....	Mary Johnson
"	4—Miss Andres.....	Helen Feaster
"	5—Mrs. Stapleton—Miss Frum.....	Katherine Finnell
"	6—Miss Woolsey.....	Elizabeth Hoffmeister
"	7—Miss Sammis.....	Margaret Kyle
"	8—Miss Medwedeff.....	Jane Powell
"	9—Miss Greenlaw.....	Anna Prough
"	10—Miss Cook.....	Elizabeth Anderson
"	11—Miss Wilson.....	Marie Kelly
"	12—Miss Stolfus.....	Florence Messenger
"	13—Miss Orcutt.....	Olive Smith
"	14—Miss Barry.....	Katherine Norris
"	15—Miss Griswold.....	Dorothy Brashears

GENERAL STUDENT COUNCIL OFFICERS

President.....	ISADORE TURKE
Vice-President.....	HELEN TINDALL
Secretary-Treasurer.....	GERTRUDE DOWELL

DORMITORY STUDENT COUNCIL OFFICERS

Chairman.....	HELEN HARMON
Vice-Chairman.....	MARY MORNINGSTAR
Secretary-Treasurer.....	GERTRUDE DOWELL

CITY STUDENT COUNCIL OFFICERS

Chairman.....	ELIZABETH HOFFMEISTER
Vice-Chairman.....	ELIZABETH ARNOLD
Secretary-Treasurer.....	ELTON YOUNG MEARS

ADMISSION AND CLASSIFICATION

Two classes are now in operation: the First Year or Junior Class; the Second Year or Senior Class.

In September, 1918, there was introduced a thorough reorganization of the school, including a radical revision of the two-year professional curriculum, the Standard Normal Course. In connection with this reorganization the Academic Department, for students below high school graduation, was reduced in scope by dropping the "first year" class, the lower of the two sub-professional years formerly offered. This left only one academic class, the former "second year" class, which corresponded in grade to the fourth year of an accredited county high school. In September, 1921, this class was dropped and no more admissions from second and third group high schools were honored. Therefore, a new note in the history of the school was reached; and September, 1921, will stand out as the year when the school accepted only graduates from an approved high school course. Two years of College credit are granted the course by some of the leading Universities and Teachers' Colleges. The two-year course here thus leads to the B. S. degree in education yet the cost is considerably less when the first two years are completed at the Normal School.

The First Year or Junior Class—Graduation from an approved four-year high school is required for admission to the Junior Class.

The Second Year or Senior Class—This class is made up of: (1) Students regularly promoted from the Junior Class; (2) advanced students from other Normal Schools, teachers of experience, or college graduates, admitted directly to Senior rank upon evidence that they have secured elsewhere the equivalent of the Junior work.

GRADING

A modified form of the Missouri marking system is used. The grades are designated by the following symbols: A, A—, B, B—, C, C—, D, F. "D" grade is the lowest passing mark, yet is considered unsatisfactory, and "F" is a failure, which means a complete take-over of the course so marked. Any student receiving more than two failures during any one term

will be dropped from the School, and any student adding a failure to two failures made during a preceding term will be required to attend the school longer than two years to complete the course.

ABSENCES

Three unexcused absences in any one term will fail the student for the entire term's work, necessitating a complete take-over of all the subjects given during that term, and adding another twelve weeks to his two years in the School.

A student may be excused for a single day's absence due to personal illness only upon presentation of a note from the parent or guardian.

However, his case will be investigated by the faculty advisor if he has more than three such absences in any one term. A doctor's certificate must be presented for absences covering more than one day.

Two unexcused tardinesses in any one subject will constitute a failure in that subject for the term.

STATE TEACHERS' CERTIFICATES

Upon receiving the diploma of graduation from the two-year curriculum of the Maryland State Normal School, the graduate is immediately awarded the State elementary school teacher's certificate of the first grade. This certificate is valid for service in any school in the Counties of the State for three years, and it is renewable upon evidence of successful experience and professional spirit. The Baltimore City graduate also receives the State's elementary school teacher's certificate of the first grade; and in addition, she must take the city professional examinations which admit her to teach in the elementary grades of the Baltimore City School System. This plan is a part of the City Charter and dates back to 1898.

COLLEGE CREDITS

Graduates of the two year Normal Course, based as it is upon fifteen points of high school credit, will, when matriculating for the B. S. Degree in Education, be given credit by the leading teachers' colleges in the country—Johns Hopkins University, Columbia University, and the University of Maryland, etc. In all such cases the university requires the right to ex-

amine the record of the student, and will grant full credit of sixty points, if the record for scholastic attainment is an acceptable one.

THE CURRICULUM OFFERED

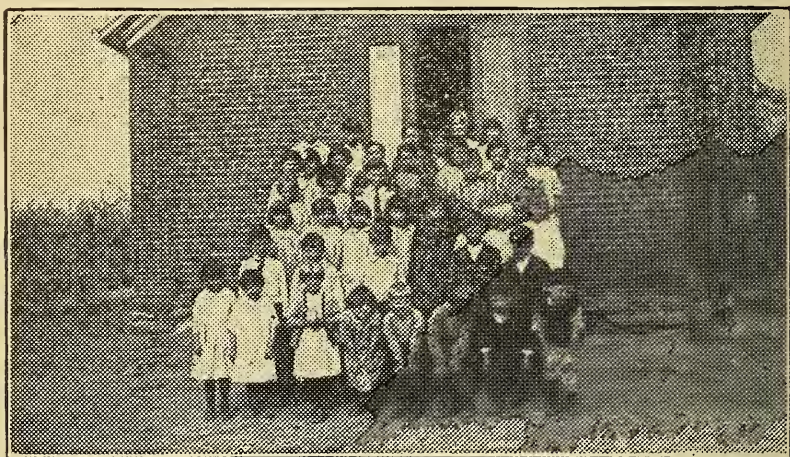
The dominant aim of the Maryland State Normal School is the preparation of teachers for the elementary schools of the public school system. To this end the following principles indicate the general plan upon which the course of study is based:

1. The definite field of work of this school is the training of teachers for the elementary schools. To graduate as a teacher for the elementary schools connotes a high professional and academic outlook as well as ability for social and civic leadership.

2. Courses are so planned as to make a definite contribution to the training of teachers in a way that will lead on to recognition for college credit in the leading Teachers Colleges of the country.

3. The objective of all the courses is participation in the actual work of teaching.

4. The course provides for differentiated curricula leading to specialization in grade and rural positions. These differ-



ONE TYPE OF RURAL SCHOOL IN WHICH NORMAL SCHOOL STUDENTS TAKE
A PART OF THEIR PRACTICE TEACHING COURSE

entiated courses follow phases of participation throughout the Junior year.

5. There are four types of courses: First, informational courses which aim to make students intelligent toward their environment. In these courses, though the emphasis is placed upon subject-matter, the application to the practical work of teaching is never neglected. Second, there are courses in which emphasis is laid upon the principles underlying the teaching of special subjects, and in these rich and varied subject-matter is also used. Third, there are courses in the general field of education. Fourth, there is practice teaching, which is the laboratory work of the student teacher.

The Curricula are differentiated into three courses, all leading to the regular diploma of graduation from the Maryland State Normal School at Towson, which secures the State elementary school teachers' certificate of the first grade. An essential feature of each curriculum is the division of the school year into three terms, the first or Autumn term, the second or Winter term, and the third or Spring term; and the organization of the work so that every student now has a twelve weeks' course (1) in Introduction to Teaching which is given, as the most important of the three teaching courses, during the first term in the Junior year; (2) a twelve weeks' course in participation given during the second or third term in the Junior year; and (3) a twelve weeks' course in practice teaching in the Senior year. One-third of the Senior Class each term will be assigned to intensive practice-teaching in the forty Training Centers provided through the courtesy and cooperation of the Baltimore City Board of Education, the Baltimore County Board of Education, the Harford County Board of Education and the Anne Arundel County Board of Education. The three courses offered are:

The Rural School Curriculum;

The Curriculum for Kindergarten and Primary Grades;

The Curriculum for the Intermediate Grades.

Subjects offered during the two years are as follows:

THE CURRICULUM**JUNIOR YEAR****Kindergarten-Primary Course****FIRST TERM: 12 Weeks**

	Periods Per Week
Teaching I	3
Educational Psychology I.....	3
History I.....	3
English I.....	3
Geography I.....	3
Fine Arts.....	2
Penmanship	1
Athletics	2
	—
Total.....	20

SECOND TERM: 12 Weeks

	Periods Per Week
Teaching II	3
Kindergarten-Primary Prin- ciples	3
Educational Measurements.....	2
Health Education I.....	3
Mathematics I.....	3
English II.....	1
Music I	2
Home Economics.....	3
Athletics	2
	—
Total.....	22

THIRD TERM: 12 Weeks

	Periods Per Week
Educational Sociology	3
Nature Study or Biology.....	4
Industrial Arts I.....	3
English III.....	3
Geography II.....	3
Music II	2
Athletics	2
	—
Total.....	20

Intermediate Course

FIRST TERM: 12 Weeks

	Periods Per Week
Teaching I	3
Educational Psychology I.....	3
History I.....	3
English I.....	3
Geography I.....	3
Fine Arts.....	2
Penmanship	1
Athletics	2
	—
Total.....	20

SECOND TERM: 12 Weeks

	Periods Per Week
Teaching II	3
History II.....	2
Educational Measurements.....	2
Health Education I.....	3
Mathematics I.....	3
English II.....	1
Music I.....	2
Home Economics.....	3
Athletics	2
	—
Total.....	21

THIRD TERM: 12 Weeks

	Periods Per Week
Educational Sociology	3
Nature Study or Biology.....	4
Industrial Arts I.....	3
English III.....	3
Geography II.....	3
Music II	2
Athletics	2
	—
Total.....	20

SENIOR YEAR**Kindergarten-Primary Course****FIRST TERM: 12 Weeks**

	Periods Per Week
Educational Psychology II.....	3
History and Principles of Education	3
English V-A.....	3
History III.....	3
Mathematics II.....	2
Physical Education I.....	3
School Management.....	2
Athletics	2
Total.....	21

SECOND TERM: 12 Weeks

	Periods Per Week
English IV	3
History IV.....	3
Geography III-A.....	3
Kindergarten-Primary Ma- terials	3
Health Education II.....	3
Music III.....	3
Athletics	2
Total.....	20

THIRD TERM: 12 Weeks

(County)	Periods Per Week
Teaching III.....	18
Teaching Conferences.....	3
Total.....	21

THIRD TERM: 12 Weeks

(City)	Periods Per Week
Teaching III—including con- ferences	30
Total.....	30

Intermediate Course**FIRST TERM: 12 Weeks**

	Periods Per Week
History and Principles of Education	3
English V-B.....	3
History III.....	3
Health Education II.....	3
Mathematics II.....	3
Industrial Arts II.....	3
Athletics	2
Total.....	20

SECOND TERM: 12 Weeks

	Periods Per Week
Educational Psychology II.....	3
English IV	3
Physical Education I.....	3
History IV.....	3
Geography III-B.....	3
Music III.....	3
School Management.....	2
Athletics	2
Total.....	22

THIRD TERM: 12 Weeks

(County)	Periods Per Week
Teaching III.....	18
Teaching Conferences	3
Total.....	21

THIRD TERM: 12 Weeks

(City)	Periods Per Week
Teaching III—including con- ferences	30
Total.....	30

Rural Course

FIRST TERM: 12 Weeks

SECOND TERM: 12 Weeks

	Periods Per Week		Periods Per Week
History and Principles of		Educational Psychology II.....	3
Education	3	English IV.....	3
English V.....	3	Physical Education I.....	3
History III.....	3	History IV.....	3
Health Education II.....	3	Geography III.....	3
Mathematics II.....	3	Music III.....	3
Industrial Arts II.....	3	Athletics	2
Rural School Management.....	2		—
Athletics	2	Total.....	20
	—		
Total.....	22		

THIRD TERM: 12 Weeks

	Periods Per Week
Teaching III	18
Teaching Conferences	3
	—
Total.....	21

EDUCATION COURSES

Educational Measurements—Junior Year..... } MR. WOELFEL
 } MISS O'NEILL
 2 periods per week for 12 weeks.

It is the purpose of this course to establish and confirm the idea that teaching cannot be effective without the frequent use of formal and informal measuring devices. Considerable practice will be afforded in the administration and interpretation of certain highly reliable standard tests of intelligence and of the various elementary school subjects. Especial emphasis is laid on the construction of objective informal tests, on simple statistical and graphical manipulation of scores, and on the application of test results to remedial teaching.

Each student is provided with a suggestive sample set of standard mental and educational measuring devices, explanatory booklets, test catalogues, and supplementary mimeographed materials. A small laboratory fee will be required.

Text references:

Paulu: Diagnostic Testing and Remedial Teaching.

Dickson: Mental Tests and the Classroom Teacher.

Pressey: An Introduction to the Use of Standard Tests.

Educational Psychology I—Junior Year..... } MISS BIRDSONG
 } MISS COBB
 3 periods per week for 12 weeks.

This course in psychology consists of a study of the following phases of the subject: Definition of psychology, the physical basis of mental life, original nature—heredity, instincts, emotions—and its place in education; attention and interest with their practical applications, sense-perception, imagination, memory and association, reasoning and the processes involved in reasoning; and will and character as a complex of the ideals and habits that are more or less unconsciously developed.

Among the references most frequently used are:

Freeman: How Children Learn.

La Rue: Psychology for Teachers.

Norsworthy and Whitley: Psychology of Childhood.

Thorndike: Elements of Psychology.

Woodworth: Psychology.

Educational Psychology II—Senior Year..... } MISS BIRDSONG
 } MISS COBB
 3 periods per week for 12 weeks.

This course in psychology is planned to give insight into the child's mind, and to show how to apply this knowledge to the mastery of the elementary school subjects. The following phases of the subject are studied intensively: The nature of bonds, the chief laws of learning,—readiness, exercise and effect,—and how to form them into a plan which can be applied in the teaching of every lesson. The subjects included

are: writing, spelling, composition and grammar, reading, arithmetic, history, civics, and geography. The students are encouraged to bring to the class the difficulties that occur in their practice teaching for discussion and help. The basic text is La Rue, "The Child's Mind and the Common Branches," although reference reading from other authors is required.

Educational Sociology—Junior Year.....MR. BISHOP
3 periods per week for 12 weeks. (Not given in 1925-1926.)

This course aims to acquaint students with the factors involved in the development of our present social organization and the relation of education to the growth of society. The following topics will be considered: the development of society and the change in standards of living, morals, laws, customs, etc.; social conditions affecting the development of schools; characteristics of change and progress; and curricular changes due to social conditions, with an analysis of educational practices in modern schools based on social needs. Excursions will be planned with classes so they may better understand public utilities and private corporations. Students will be given an opportunity to become acquainted with modern books dealing with social problems.

References:

Kelsey: The Physical Basis of Society.

Snedden: A Digest of Educational Sociology.

Towne: Social Problems.

Ellwood: Sociology and Modern Social Problems.

History and Principles of Education—Senior Year.....MISS BONN
3 periods per week for 12 weeks.

This course attempts to present the leading tendencies in modern educational thought, and to show that the principles of education are found in the biological and psychological nature of man, and in the sociological and educational experiences of the race. Correlation is made with the history of education.

A synopsis of this course includes the meaning of education; present ideals, problems and needs; the relation to theories held during different periods of history,—recapitulation, culture epoch, formal discipline, doctrine of interest, vocational guidance and vocational education, and experimental education; the curriculum as a social growth; principles of education as found in biology, psychology, sociology; principles of teaching related to principles of education; principles governing the recitation and classroom management; and those governing the teacher in planning work and in professional growth.

References: Texts—

Ruediger: The Principles of Education.

Monroe: A Text Book in History of Education.

References most frequently used:

Bolton: Principles of Education.

Henderson: Text Book in Principles of Education.
 Dewey: Democracy and Education.
 Dewey: The Child and the Curriculum.
 Dewey: School and Society.
 Parker: History of Modern Elementary Education.
 Graves: A History of Education.

Kindergarten—Primary Principles—Junior and Senior Year,
 MISS WELDIN

3 periods per week for 12 weeks.

This course is a study of the education of children from four to eight years of age. The objectives are a study of: (1) The historical background of schools for young children; (2) principles which guide in selection of educational method and subject matter; and (3) application of principles to schoolroom procedure.

References:

Class discussions and observations will be required.

Among the references used will be:

Owens: Nursery Education.
 Baldwin: Psychology of the Pre-School Child.
 O'Shea: The Child, His Nature and His Needs.
 Gesell: The Normal Child and Primary Education.
 Hill: A Conduct Curriculum.

Kindergarten—Primary Materials—Senior Year.....MISS MINK

The study of the possibilities and use of materials as related to the needs and development of the child in the kindergarten-primary grades with more stress on the manipulative side than the industrial.

The course includes laboratory periods to do actual work with children in the kindergarten-primary grades, also lecture periods to discuss the values of this work and its relation to the child.

School Management—Senior Year.....
 2 periods per week for 12 weeks.

{MR. HULSIZER
 MISS O'NEILL

The purpose of this course is (a) to study the principles of organization, control and co-operation in the school and in the community; (b) to show the relation of the teacher to the administrative and supervisory agencies of the school system and to the making and interpreting of the course of study. The course will include such topics as: daily program, care and distribution of books and supplies, school libraries, grading, promotion, records and reports, attendance, school laws, law enforcement, individual group adjustments, supervised study, discipline, assemblies, entertainments, school cost per child, school exhibits, parent-teacher associations, taxation for schools, etc., Equalization Fund, school bond issues; types of school organization.

Rural School Management—Senior Year..... { MR. HULSIZER
MISS O'NEILL
2 periods per week for 12 weeks.

The aim of this course is the same as that of the course in school management—to make the teacher as efficient as possible in school and community, but in the Rural Course emphasis is placed on the rural viewpoint and organization.

References most frequently used:

Barnes: Rural School Management.

Eells, Moeller and Swain: Rural School Management.

Brim: Rural Education.

Teaching I—Introduction to Teaching—Junior Year...MISS AGNES SNYDER
3 periods per week for 12 weeks.

This course aims to give beginning students an opportunity to form for themselves, through carefully directed observation in the classroom, those fundamental principles upon which modern education stands. Such topics are considered as the changes in educational practice due to the discoveries in the biological sciences and trends in industry; the relationships existing between the school and community, between the teacher and children, and among the children; the importance of purpose, habits and attitudes. The course consists of one lecture hour, one hour of directed observation in the elementary school, and one conference hour in which the students report and discuss the observations made.

Basic Text:

Snyder: Teaching and Educational Theory in the Elementary School.

Teaching II—Junior Year Participation..... { MISS BROWN
MR. HULSIZER
MISS HALBERG
MISS O'NEILL

3 periods per week for 12 weeks.

Two periods per week are spent in the schoolroom and one is given to conference with the directors of practice.

This course aims:

- (1) to introduce students to the work of the elementary school;
- (2) to make further study during training concrete;
- (3) to assist the students through participating in both primary and upper grades to choose primary, intermediate or rural work;
- (4) to prepare the student for classroom teaching through observation of actual teaching and some participation in teaching.

Topics included in this course are the school as a meeting place for children and teacher, opening exercises, board work, distribution of supplies, hygiene of the school, types of lessons and the learning process.

References frequently used are:

Cubberley: The Principal and His School.

Meriam: Child Life and the Curriculum.

Gesell: The Normal Child and the Elementary School.

Bonser: Elementary School Curriculum.

Parker: Types of Elementary Teaching and Learning.

<i>Teaching III—Senior Year—County</i>	{	MR. HULSIZER MISS BROWN TRAINING TEACHERS
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3 hours per day for 12 weeks.

Every County Senior at the Maryland State Normal School is required to spend 12 weeks, 3 hours per day, in student teaching, a total of 180 hours in the schoolroom. In addition to this there are conferences with training teachers and supervisors 4 hours per week, a total of 48 hours in conferences. As a pre-requisite to this course students must have successfully passed all theory work taken prior to entrance into student teaching. In addition to the 3 hours in the classroom the students have conferences with the teachers of training, with the supervisors of student teaching and music, besides individual conferences with theory teachers at the Normal School.

Students spend half of the 12 weeks in the Campus School and half in the county schools. Students are inducted gradually into student teaching—observing, teaching one class, teaching several classes, and finally doing three days of all day teaching. Thus, during sometime in the 12 weeks every subject is carried by the student teacher.

The county training centers number several grades in two consolidated schools, six two-room schools, and one one-room school, in Anne Arundel Baltimore and Harford Counties, all within easy distance of the Normal School so that students may return for conferences, use of the library and residence. Students from the Normal School return to the county schools occasionally for Parent-Teacher meetings and community affairs of all sorts. As far as possible the students are members of the local community during the stay in county student teaching.

<i>Teaching III—Senior Year—City</i>	{	MISS HALBERG TEACHERS OF PRACTICE
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30 hours per week for 12 weeks.

Differentiated Course for Kindergarten-Primary and Intermediate Groups:

All students who plan to teach in the City of Baltimore are required to spend one term of 12 weeks, 30 hours per week, in student teaching in the practice centers. Students are given two experiences of 6 weeks each so they may determine what grade of work they are best adapted for. This opportunity gives them a direct contact with the City system, its organization, problems, special departments and activities.

Only students who have successfully completed all theory work given prior to this course are admitted. Student teaching work is so graded that under the direction of teachers of practice students are given an experience in teaching each subject in the curricula and eventually as-

sume under the guidance of the teacher of practice complete charge of all classroom activities.

In addition to the daily conferences held at the center by the teachers of practice students are required to meet the director of practice once a week to discuss their problems and especially to emphasize the relation of theory and psychology to actual classroom situations. Members of the supervisory staff from the theory department visit the centers frequently and confer with the students in regard to their work. Students are given every opportunity in the schools to which they are assigned to participate in all school functions and to know the life of the community.

PROFESSIONALIZED SUBJECT-MATTER COURSES

Biology—Junior Year.....MISS MEDWEDEFF
4 periods per week for 12 weeks.

This course aims to give students some familiarity with the more common plants and animals in their environment; to give a knowledge of the fundamental facts and principles relating to the structure and activities of living organisms, and the relation of living organisms to one another and to their environment.

It aims to give the biological background for the courses in hygiene, psychology and sociology. Laboratory study of a few important types of plants and animals is supplemented by class discussions of assigned readings and by special reports. The course concludes with some consideration of the facts which throw light on the history of the development of living things and of the fundamental laws of heredity which apply to plants, animals and man.

Texts:

Smallwood, Revelly and Bailey: *Biology for High Schools*.
Hodge: *Nature Study and Life*.

References most frequently used:

Newman: *Readings in Evolution, Genetics and Eugenics*.
Kellogg: *Evolution and Animal Life*.
Thomson: *Outline of Science*.
Goddard: *Kallikak Family*.
Encyclopedia Britannica.

Downing: *Biological Source Book of Nature Study*.

Manuals for the identification of flowers, trees, insects and birds.

(See *Nature Study*.)

English I—English Composition—Junior Year.....
3 periods per week for 12 weeks.

{MRS. STAPLETON
MISS FRUM

This course is devoted to a study of English composition, both written and oral. It deals especially with the analysis and organization of material, with writing and the development of thought. The sentence is studied for grammatical and rhetorical correctness, and a survey is made

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of English grammar that bears directly upon sentence structure. Occasional papers and weekly themes are required.

Basic texts:

Linn: The Essentials of English Composition.

Leiper: A New English Grammar.

Smart: Handbook of Effective Writing.

Woods: A College Handbook of Writing.

Woolley: Handbook of Composition.

Gay: Fact, Fancy and Opinion.

Tanner: Essays and Essay Writing.

Atlantic Essays.

English II—Oral Expression—Junior Year.....MISS THOMPSON

1 hour per week for 12 weeks.

The aim of this course is to develop in each student a consciousness of the voice as a factor in the teacher's personality; to acquaint the student with the proper physical background for speech and the fundamentals of speech; to discover speech habits that may be corrected in class, and individual habits that need special attention; to build up standards for speaking and reading; and to provide the average and the more than average students with opportunities for further growth.

References for students:

Woollbert: The Fundamentals of Speech.

Lewis: A Handbook of American Speech.

Boyce: Enunciation and Articulation.

Magazine Articles.

English III—Children's Literature—Junior Year.....
} MISS THOMPSON
 } MISS FRUM

3 periods per week for 12 weeks.

This course aims to prepare Juniors to appreciate and evaluate literature for children. It deals with the history of children's literature,—poetry and prose,—the illustrations of children's literature, and the literary background for Hallowe'en, Christmas, May Day, etc. The students compile book lists for children's outside reading, and make collections of poetry and stories for use in the grades. The notebook consists of a carefully arranged card index of children's books, stories, and poems—a piece of work valuable for future reference.

Texts:

Bone: Children's Stories and How to Tell Them.

Stevenson: Home Book of Verse for Young Folks.

Curry and Clippinger: Children's Literature.

English IV—Principles Underlying the Teaching of
English—Senior Year.....
} MISS MUNN
 } MISS FRUM

3 periods per week for 12 weeks.

This course aims (1) to develop a spelling conscience, and to present modern methods of teaching spelling; (2) to review the elements of good

composition, to study the teaching problems connected with oral and written composition; (3) to teach grammar for the correction of habit errors; (4) to survey the literature best suited for intermediate and primary grades together with principles of teaching this literature; (5) to illustrate by demonstrations in elementary school content and principles studied.

References most frequently used:

Briggs & McKinney: Second Book of Composition.

Mahoney: Standards in English.

Klapper: Teaching of English.

English V-A—Reading: Kindergarten—Primary Course—Senior Year

MISS JOHNSON

3 periods per week for 12 weeks.

This course is designed for teachers of the kindergarten-primary grades. It includes a study of the purposes and principles underlying the successful teaching of reading and a critical evaluation of activities, materials, and methods used in teaching the subject. Emphasis will be placed upon (1) teaching reading to beginners; (2) the importance of phonics as a tool; (3) tests as a means of determining individual differences in reading; (4) remedial measures in silent and oral reading; (5) reading projects.

*English V-B—Reading—Intermediate Course.....*MISS JOHNSON

3 periods per week for 12 weeks.

This course includes a study of the purposes and principles underlying the teaching of silent and oral reading with special emphasis upon materials and methods for the intermediate grades. Demonstration lessons illustrating the use of reading tests, audience reading, supervised silent study, the library period, etc., will be followed by organized plan work. Each student will develop a reading project which entails a study and organization of desirable habits, activities and materials.

References most frequently used:

Klapper: Teaching Children to Read.

Stone: Silent and Oral Reading.

Pennell & Cusack: How to Teach Reading.

Wheat: The Teaching of Reading.

Fine Arts—Junior Year..... { MISS FLORENCE SNYDER
MISS WOOLSEY

2 periods per week for 12 weeks.

The main purposes of this course are, first, to develop in the future teacher a refined and cultivated taste which will result in orderly, neat and well arranged school work, an improved personal appearance and a desire for artistic school rooms; second, to gain some ability in the technique of drawing so as to be able to supervise children's work and to encourage the use of the blackboard, sand table, poster, etc., as valuable

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teaching aids; third, to gain power to create and to appreciate the aesthetic and to select and combine colors harmoniously. The course consists of work in design, block printing, stenciling, costume designing, methods for elementary grades, and picture study for the grades. Visits to Art Museums are considered an essential part of the course.

Reference books:

Brown: Applied Drawing.
Batchelder: Design in Theory and Practice.
Dow: Composition.
Lemos: Applied Art.

Geography I—Fundamentals of Geography—Junior Year.....MISS STOLFUS
3 periods per week for 12 weeks.

This course aims to give the teacher a geographical point of view in the interpretation of life relationships. Such subjects as directions, distance, seasons, latitude and longitude, and time are studied thoroughly in relation to causes underlying them. This is followed by a study of the different climatic provinces of the earth and the underlying causes. Attention is paid to the operation of physical forces in the development of the more significant land forms. Stress is placed upon the interpretation of significant current events in terms of their geographical origins. Observations of classroom teaching are conducted when the work in the elementary school and that of the course can be profitably synchronized. Attention is given to the study methods and use of the reference library on the part of the students.

Basic Texts:

Tarr and Martin: College Physiography.
Salisbury, Barrows and Tower: Modern Geography.

Geography II—Regional Geography—Junior Year.....MISS BLOOD
3 periods per week for 12 weeks.

A detailed study is made of the geographic region as an expression of the sum total of the operation of the geographic factors. The regions are selected with a view of introducing the student to the varying types of geographical environment between which there is some common basis for comparison. The keynote in the study of each region is the human response to environment. The regions selected for study are those in which the leading human occupations are represented. Special attention is paid to the regions of the State of Maryland. Current geography is used whenever it applies to the regions being studied.

Basic Texts:

Smith: North America.
Smith: Human Geography: Bk. II.
Atwood: New Geography.

*Geography III-A—Problems of Teaching Geography in Primary
Grades—Senior Year*

MR. WALTHER

3 periods per week for 12 weeks.

This course seeks to help the student build a working definition of school geography as a basis of observation and the selection of subject matter. Special emphasis is placed upon the value of the subject matter of geography in supplying motive and skill in the fundamental subjects of reading and writing. The course aims to familiarize the prospective teacher with the various supplementary reading materials in geography as well as the technique of building children's reading and language vocabularies. Unit studies are made of the different types of peoples in relation to the region in which they live.

Basic texts:

Branom: The Teaching of Geography.

Smith: Teaching of Geography by Problems.

*Geography III-B—Problems in the Teaching of Geography in
Grammar Grades—Senior Year*.....

MR. WALTHER

3 hours per week for 12 weeks.

The materials of this course are organized about the four major problems of geography instruction, i. e., the selection of subject matter, the tools of instruction, the adaptation of the course of study and lesson planning. Special attention is given to the study of the tools of instruction in geography, the technique of problem solving, drill work, excursion, testing, assignment, text books, and illustrative materials. The Baltimore County and City courses of study are analyzed in terms of subject matter units and ways and means of teaching are devised. Lesson planning is approached from the point of view of large units, time budgets, and daily problems or exercises.

Basic texts:

Branom: The Teaching of Geography.

Smith: Teaching of Geography by Problems.

Health Education I—Junior Year.....

{ DR. DOROTHY BURDICK
MISS GRISWOLD
MISS RICE

3 periods per week for 12 weeks.

This course deals with subjects of personal hygiene, with special reference to the importance of sleep, rest, play and fresh air in the development of the child. Such anatomy and physiology are included as seem necessary to make intelligent judgments in new situations. This course also includes the study of the subject matter in personal hygiene offered by courses of study which the student will use in his teaching and of simple lesson planning.

References most frequently used.

Williams: Personal Hygiene Applied.

Williams: Healthful Living.

Hough and Sedgwick: The Human Mechanism.

Coleman: Hygienic Physiology.

Health Education II—Senior Year..... { MISS DOWELL
MISS GRISWOLD
MISS MEDWEDEFF

3 periods per week for 12 weeks.

This course deals with the problems of school and community hygiene—ventilation and heating; refuse and sewage disposal; the care of food and water supply; the control of infectious and contagious disease through sanitation, through personal habits and through artificial immunity; first aid and safety, and the relation of the state and community health agencies to the school. About one-third of the time, on the average, is given to the principles which should govern the selection of materials and methods for health teaching and training adapted to kindergarten-primary, intermediate or rural curricula.

References most frequently used:

Broadhurst: Home and Community Hygiene.

Andress: Health Education in the Rural School.

Ayres, Williams, Wood: Healthful Schools.

Broadhurst: How We Resist Disease.

Lynch: American Red Cross First Aid Text.

Health Education III—Senior Year..... { MISS DOWELL
MISS MEDWEDEFF

Time—throughout student teaching.

This course offers the opportunity for laboratory work in connection with student teaching. Conferences with the teacher of training and with members of the health education department clarify problems that the students meet in teaching situations.

History I—Junior Year..... { MISS WILSON
MISS OTT

3 periods per week for 12 weeks.

There is comprised in this course a rapid survey of the development of civilization, treating the large movements of history and the life story of special groups in their relation to one another and as parts of a great whole; viewing the past as the origin of the present, and the present as the outcome of the past. The course begins with the first dawning of intelligence in prehistoric man and traces the early stages of culture in Egypt, in Asia, around the Mediterranean, and in the medieval states of Western Europe.

References most frequently used are:

Breasted: Ancient Times.

Webster: Early European History.

Thorndike: History of Mediaeval Europe.

Robinson: Medieval and Modern Times.

History II—Junior Year..... { MISS WILSON
MISS OTT
2 periods per week for 12 weeks.

This course presupposes History I and continues the study of Western Europe and the British Isles to the period of American Colonization. The point of view of the course is social and economic, rather than political, and the aim is to study the story of man in his group relationship.

References:

(Same as for History I.)

History III—Senior Year..... { MISS VAN BIBBER
MISS ECKFORD
3 periods per week for 12 weeks.

This course deals with the subject-matter of history treated from the point of view of the elementary course of study. The period covered is that of discovery, colonization and development of America and the beginnings of our national life. There is much reference reading required, but with the purpose of selecting, arranging and presenting effectively historical material for the use of children in the grades, to the end that they may eventually be able to understand the world they live in.

References most frequently used:

Beard and Beard: History of the United States.

McLaughlin: History of the United States.

Beard and Bagley: History of the American People.

The American Nation Series.

History IV—Senior Year..... { MISS VAN BIBBER
MISS ECKFORD
3 periods per week for 12 weeks.

This course presupposes History III and deals with the history of the United States from the beginning of the 19th century to the present time with special emphasis upon economic and social conditions in this country, and our relations with other peoples of the world. The object of the course is two-fold: First, to enlarge the knowledge and understanding of the historical field, and second, to gain an insight into history method. Attention is given to the study of history curricula, to lesson planning, and to classroom procedure. Modern tendencies in the teaching of the social studies are given consideration. In this connection some time is given to the study of community civics, stressing the development of civic traits and habits in children, and dwelling upon the necessity of adapting instruction to the particular neighborhood that each school serves.

References:

Johnson: The Teaching of History.

Tryon: The Teaching of History in Junior and Senior High Schools.

Kendall & Stryker: The Teaching of History in the Elementary School.

Hill: The Teaching of Civics.

Dynes: Socializing the Child.

Dunn and Harris: Citizenship in School and Out.

Home Economics—Junior Year.....MISS ANDRES

3 periods per week for 12 weeks.

This course aims to give a point of view of the field of home economics. It includes food selection and meal planning, with special emphasis on the food needs of the school child, the care and simple repair of clothing, and the elements of home management. The food unit of this course includes lectures, recitations and laboratory exercises on the use of food in the body, simple methods of preparation and cost of common foods that could be prepared and served for the school lunch. The clothing unit includes practice in cutting and constructing a simple machine-made garment. The third unit involves budgeting and some simple rules of household management. The fourth unit requires the preparation of a project that can be given in the elementary grades involving home economics problems.

References:

Bulletin No. 35—"Use and Preparation of Food" (Fed. Board of Vocational Ed.).

Baldt: Clothing for Women.

Rose: Feeding the Family.

Sherman: Food Products.

Vulte and Vanderbilt: Food Industries.

Industrial Arts I—Junior Year.....
{ MISS GREENLAW
MISS EVANS
MRS. McCORD

3 periods per week for 12 weeks.

This course aims to develop social intelligence and appreciations through a study of the industries pertaining to the making of textiles and the production of clothing.

Such problems of investigation and construction are used as can be adapted to the elementary school programs of Baltimore and the State. They include a study of materials, the history of the industries, modern methods of production, and an insight into the lives and work of people concerned with these industries.

Industrial Arts II—Senior Year.....
{ MISS GREENLAW
MISS EVANS
MRS. McCORD

3 periods per week for 12 weeks.

The units of study are shelter, utensils and tools. The course is differentiated to meet the needs of intermediate and rural teachers, and such topics of investigation and construction are used as are applicable to those teaching situations. In carrying out projects, attention is given to classroom procedure.

References:

- Bonser and Mossman: Industrial Arts for the Elementary School.
 Winslow: Elementary Industrial Art.
 Welling and Calkins: Social and Industrial Studies in the Elementary School.
 Bonser and Russell: Industrial Education.

Mathematics I—Junior Year.....MISS ORCUTT

3 periods per week for 12 weeks.

This course consists of fundamental operations with common fractions and decimal fractions; fundamentals of percentage with its applications; measurements through the geometry of form, position, size; graphs; simple budgeting and accounting; interest, stocks and bonds. The course is arranged as a series of tests or achievements.

Text books:

- Thorndike Arithmetic, Book II and III.
 Overman: Course in Arithmetic for Teachers and Teacher Training Classes.

Mathematics II—Senior Year.....MISS SCARBOROUGH

3 periods per week for 12 weeks.

This course includes general objectives of instruction in elements of arithmetic; historical background of the subject; demonstration lessons; selection and organization of subject matter based on a study of child life, laws of learning, modern text books and courses of study; specific objectives by grades; analysis of the ability to add, subtract, multiply and divide integers, common fractions and decimals with the best methods of teaching these abilities to children; denominate numbers and measurements. Other topics are: Accuracy and speed in the fundamental operations, checking results, timed exercises, analysis of the ability to solve problems, games, projects, measuring results, lesson planning, relationship of arithmetic to other subjects of the curriculum.

The course is differentiated for kindergarten-primary, intermediate, and rural groups on the basis of the interests, needs and abilities of elementary children; and in respect to specific objectives, types of demonstration lessons, allotment of time and emphasis on the various topics of the courses; lesson procedures; materials and activities.

Main References:

- Overman: Principles and Methods of Teaching Arithmetic.
 Thorndike: New Methods in Arithmetic.
 Stone: The Teaching of Arithmetic.
 Stone: The Teaching of Primary Number.
 Courses of Study: Baltimore City and Baltimore County.

<i>Music I and II—Junior Year</i>	{	MISS MCEACHERN
		MISS BARRY
		MISS SCHROEDER

2 periods per week for 24 weeks.

This course is divided into three parts.

I. **Elements of Music**—An intensive study of the three elements of music—rhythm, melody and harmony. Introduction of rotation, ear and eye study of common rhythmic and tonal problems. This is a subject matter course and although not dealing with methods of teaching, it is based upon especially selected song material suitable for classroom use.

II. **Sight Reading**—Development of the sight reading process, including ear training, written tonal and metric dictation and chromatics. Individual sight reading of music of the type of study songs in the first three grades.

III. **Rote Song**—Special attention to selection, teaching, and interpretation of the rote songs; also to acquiring a repertoire of choice rote songs for classroom use. Study of the child voice, and remedial work for the non-singer. Observation and participation by students in practice classes.

References:

School Music Handbook: Cundiff and Dykema.

<i>Music III—Senior Year</i>	{	MISS MCEACHERN
		MISS BARRY

3 periods per week for 12 weeks.

This course deals with methods and underlying principles in the teaching of music in the Elementary School, with special adaptation to Kindergarten-Primary, Intermediate and Rural Music. It includes rhythm development for children, introduction of notation; song analysis process; and music appreciation with the phonograph. This work is based on a course of study modeled after the course presented by the Educational Council of the Music Supervisors National Conference.

References:

Hollis Dann: Teachers' Manual.

Progressive Music Series Teachers' Manual.

<i>Nature Study—Junior Year</i>	MISS RICE
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4 periods per week for 12 weeks.

The purposes of this course are: (1) to bring the students into close personal contact with the various phases of nature so that an appreciation of natural phenomena will increase the joy of living; and (2) to help the students carry this joy to the children of the elementary schools. Topics that are studied are the aims and values of nature study, the teacher's preparation, subjects suitable for nature study, the equipment of the school room, school museums, nature libraries, courses of study, civic, state, and national laws pertaining to the subject, illustrative materials, and bibliographies. The method of conducting this work is by means of

field trips, material brought into the school room, demonstration lessons, discussions and laboratory work. For the various phases of nature, many reference books are used, among them being:

- Jackson: Nature Study.
- Schmucker: The Study of Nature.
- Holtz: Nature Study Idea.
- Comstock: Handbook of Nature Study.
- Bailey: Nature Study Idea.

Physical Education I—Senior Year.....MISS COOK
3 periods per week for 12 weeks.

This course includes the history of physical education; the theories of play; activities for children with special emphasis on the application of these to periods of child life; games for development physically, mentally, socially, morally; dances for schoolroom and play-ground; exercises, and story plays.

It also includes the organization of physical training programs, and the selection of equipment and materials.

References:

- Wrightson: Games for Children's Development.
- Bancroft: Games for Home, School, Gymnasium and Playground.
- Bowen & Mitchell: Theory of Organized Play.
- Bowen & Mitchell: Practice of Organized Play.
- Hetherington: Program of Physical Education.

Penmanship—Junior Year.....MISS WILLIS
1 period per week for 12 weeks.

This course aims to improve the individual's handwriting, and to teach the technique involved and the classroom procedure for using the practice tests in handwriting. Some time is devoted to the theory and principles underlying the method. The course includes discussions concerning the philosophy, the psychology of handwriting, diagnostic and remedial work, and means of determining progress made by pupils. The principles of the course can be adapted to any system of penmanship.

Text: The Courtis Shaw Manual.

Athletics—Junior and Senior Years.....
2 periods per week for 36 weeks.

{MISS SAMMIS
MR. CALLOWHILL
MISS DILLINGHAM
MISS MACLOSKEY

The purpose of the work is to bring about physical development to stimulate an interest in activity, and to encourage team play and sportsmanship. Frequent inter-class and inter-section games are played in each sport as an outgrowth of the work.

GRADUATES OF 1923

Alderson, Blanche Frances.....	Caroline County
Allen, Rowannetta Sarah.....	Prince George County
Anderson, Elizabeth Catherine.....	Anne Arundel County
Armstrong, Nannie Catherine.....	Anne Arundel County
Arthur, Miriam Roberta.....	York County, Pa.
Ashley, Hilda Sophronia.....	Kent County
Bankert, Louise Isabel.....	Carroll County
Barnes, Catherine Louise.....	Talbot County
Barnes, Emma Ernestine.....	Talbot County
Barnes, Rachel Dudley.....	Cecil County
Bartles, Ernest Leo.....	Washington County
Bartol, Mary Kathryn.....	Harford County
Basford, Mabelle.....	Howard County
Beall, Irl Henry.....	Frederick County
Bennett, Margaret.....	Baltimore County
Betts, Mary Katherine.....	Wicomico County
Bevard, Helen Marie.....	Carroll County
Birmingham, Honora.....	Allegany County
Bishop, Mildred Ethel.....	Queen Anne County
Boston, Margaret Louise.....	Dorchester County
Boulden, Hilda Mae.....	Cecil County
Bounds, Mary Alphonsa.....	Worcester County
Bowland, Lillian Evans.....	Worcester County
Bradshaw, Mary Pauline.....	Dorchester County
Brian, Isabel Holtman.....	Howard County
Brice, Mary Delma.....	Anne Arundel County
Brinsfield, Ethel Rebecca.....	Dorchester County
Brown, Florence Anita.....	Baltimore County
Butts, Phillys Helen.....	Queen Anne County
Cady, Ruth Virginia.....	Prince George County
Cameron, Mary Elizabeth.....	Cecil County
Carmine, Florence Jeanette.....	Dorchester County
Caulk, Olive Evelyn.....	Wicomico County
Cecil, Margaret Victoria.....	Queen Anne County
Chichester, Lucy Crain.....	Prince George County
Cohee, Agatha Henrietta.....	Talbot County
Cole, Beulah Ruth.....	Caroline County
Collins, Emily Martha.....	Wicomico County
Compton, Nellie Virginia.....	Frederick County
Conner, Lena Troutner.....	Harford County
Cook, Nellie Elizabeth.....	Anne Arundel County
Coulbourne, Mildred.....	Dorchester County
Covington, Lillian Louise.....	Queen Anne County
Cox, Alma Elizabeth.....	Calvert County
Cox, Helen Virginia.....	Washington County
Cox, Ruth Ambrose.....	Baltimore County
Cullen, Mary Alice.....	Baltimore County
Daley, Mary Elizabeth.....	Washington County
Davies, Oliver Donald.....	Baltimore County
Dawson, Anna Lourena.....	Anne Arundel County
DeRan, Alice Anna.....	Harford County
Dickerson, Etta Grace.....	Worcester County
Doering, Anna Virginia.....	Frederick County
Downs, Edna Kennedy.....	Washington County
Downs, Mona Arlene.....	Washington County
Dryden, Mary Dorothy.....	Worcester County
Duvall, Florence Edmonds.....	Anne Arundel County

Duvall, Lillian Lenore.....	Anne Arundel County
Esham, Virginia Lee.....	Worcester County
Essig, Estelle Margaret.....	Carroll County
Fischbach, Anna Ray.....	Baltimore County
Fleming, Mary Etta.....	Dorchester County
Fitzgerald, Charlotte Newman.....	Somerset County
Flook, Emma Evelyn.....	Frederick County
France, Andrew Menaris.....	Washington County
Friend, Lena.....	Garrett County
Gary, Hylda Mae.....	Anne Arundel County
Gary, Sylvia Marie.....	Anne Arundel County
Gibson, Eleanor Reese.....	Talbot County
Gillespie, Loleta.....	Worcester County
Gingell, Helen Virginia.....	Prince George County
Gootee, Mary Victor.....	Dorchester County
Gosnell, Gertrude Clementine.....	Baltimore County
Gosnell, Sarah Margaret.....	Baltimore County
Grafton, Ruth Adele.....	Baltimore County
Graves, Ethel.....	Charles County
Gray, Gladys Mary.....	Calvert County
Green, Charlotte Marie.....	Washington County
Griffith, Annie Robertson.....	Wicomico County
Gunby, Clara Charlotte.....	Wicomico County
Hanley, Julia Harrington.....	Somerset County
Harrington, Elsie May.....	Baltimore County
Harrison, Mabel Clara.....	Prince George County
Hartle, Linford Lavon.....	Washington County
Hartley, Grace.....	Queen Anne County
Hastings, Alberta Anne.....	Carroll County
Heath, Linda Estelle.....	Wicomico County
Hetzsch, Marie Pauline.....	Harford County
Hisley, Theresa Marie.....	Baltimore County
Hoffmaster, Mary Virginia.....	Washington County
Hollins, Ida Kathleen.....	Worcester County
Holtschneider, Wilhelmina Elizabeth.....	Garrett County
Hopkins, Anna Marvin.....	Anne Arundel County
Hubbard, Margaret Goldsborough.....	Dorchester County
Hull, William Charles.....	Washington County
Hurford, Elsie Mendenhall.....	Cecil County
Hurlock, Mary Ruth.....	Dorchester County
Hyatt, Adeline Cordelia.....	Howard County
Isenberg, Maude Rawlins.....	Dorchester County
Jefferson, Ruth.....	Caroline County
Johnson, Florence Elizabeth.....	Queen Anne County
Johnston, Elizabeth Agnes.....	Dorchester County
Jones, Ethel Elizabeth Mason.....	Carroll County
Jones, Katherine Mary.....	Wilmington, Del.
Jones, Mildred Elizabeth.....	Baltimore County
Kemp, Helen Virginia.....	Caroline County
Kirby, Edna Amelia.....	Baltimore County
Klair, Louise Eddowes.....	Harford County
Knefely, Edith Lawson.....	Baltimore City
Kullick, Mildred Louise.....	Baltimore City
Lankford, Marion Slimons.....	Somerset County
Larmore, Audrey Ellen.....	Wicomico County

Larrimore, Anna Marie.....	Anne Arundel County
Laynor, Grace Corinne.....	Howard County
Lemen, Jane Adelia.....	Washington County
Lilly, Mary Joeanna.....	Howard County
Linthicum, Eleanor Elizabeth.....	Carroll County
Long, Mary Elizabeth.....	Somerset County
Luby, Harriet Ann.....	Baltimore City
Lusby, Naomi Cecilia.....	Prince George County
Luthringer, Catherine Leonora.....	Cecil County
Lynch, Ethel Woodward.....	Baltimore County
Lynch, Mary Gwendolyn.....	Harford County
McLyman, Dorothy Read.....	Baltimore County
Marine, Sylvia Anna.....	Dorchester County
Martin, Alta Grace.....	Washington County
Maxwell, Bryce Everett.....	Baltimore County
Mears, Mary Susan.....	Somerset County
Millard, Lotty Viola.....	Prince George County
Moore, Addie Mae.....	Prince George County
Moore, Alice Mildred.....	Harford County
Moore, Catherine Virginia.....	Queen Anne County
Morris, Lavinia Ellen.....	Wicomico County
Mortorff, Beatrice Marie.....	Baltimore County
Muller, Helen Adelia.....	Baltimore County
Muncaster, Margaret Magruder.....	Montgomery County
Murray, Anna Gertrude.....	Baltimore County
Neikirk, Emma Rosella.....	Washington County
Ogle, Marion Lucretia.....	Frederick County
Ornett, Evelyn Anna.....	Talbot County
Orr, Lillian Marie.....	Kent County
Owens, Margaret Green.....	Montgomery County
Parker, Louise.....	Worcester County
Parlett, Elizabeth Frances.....	Baltimore County
Parlett, Florence Elinor.....	Howard County
Parlett, Helen Virginia.....	Baltimore County
Parson, Mildred Essex.....	Kent County
Payne, Sara Elgin.....	Dorchester County
Perdue, Catherine.....	Wicomico County
Pielert, Mabel Agnes.....	Baltimore County
Pollitt, Linda Lore.....	Somerset County
Porter, Miriam Curry.....	Baltimore County
Powell, Myra Elizabeth.....	Worcester County
Pringle, Mary Allen.....	Baltimore County
Prout, Vivian Iola.....	Calvert County
Pumphrey, Alsie.....	Frederick County
Quillen, William.....	Worcester County
Quinn, Mary Catherine.....	Kent County
Rayne, Grace Ellen.....	Worcester County
Read, Caroline Elizabeth.....	Talbot County
Reeves, Eleanor Elizabeth.....	St. Mary's County
Remsberg, Rachel Estella.....	Washington County
Reynolds, Kathleen.....	Cecil County
Rhodes, Mabel Howeth.....	Dorchester County
Rice, Doris Frances.....	Anne Arundel County
Richardson, Anne Hamilton.....	Washington County

Richardson, Gertrude Elizabeth.....	Talbot County
Richardson, Margaret Louisa	Harford County
Robey, Catherine Cecilia.....	Charles County
Robinson, Margaret Windolph.....	Harford County
Robinson, Ruth King.....	Baltimore City
Roulette, Dorothy.....	Washington County
Ruark, Lydia Christina.....	Somerset County
Säcra, Maxwell Rudisill.....	Baltimore County
Saffell, Ada Maxwell.....	Howard County
Schanz, Wilhelmina Mae.....	Harford County
Schouler, Helen Anna.....	Frederick County
Scott, Sara Margaret.....	Worcester County
Seegar, Ruth Brust.....	Frederick County
Seipp, Lillian Cecilia.....	Calvert County
Shank, Julia Naomi.....	Frederick County
Simonds, Joseph Maltier.....	Baltimore County
Simmons, Lottie Rebecca.....	Dorchester County
Simmons, Mary Magdalena.....	Baltimore County
Smith, Annie Mae.....	Wicomico County
Smith, Gertrude Kathryn.....	Frederick County
Smith, Mary Agnes.....	Anne Arundel County
Smith, Mary Elizabeth.....	Kent County
Spear, Louise Husfelt.....	Cecil County
Stewart, Mary Virginia.....	Harford County
Stewart, Viola Elizabeth.....	Harford County
Stottlemeyer, Eva Naomi.....	Washington County
Thomas, Winifred.....	Harford County
Todd, Dorothy Estelle.....	Caroline County
Treut, Alwina.....	Baltimore County
Truitt, Maude Jane.....	Wicomico County
Tucker, Marcelena.....	Anne Arundel County
Twilley, Annette Mary.....	Dorchester County
Uhler, Sadia Alverta.....	Baltimore County
Waller, Caroline Crosby.....	Wicomico County
Waring, Elizabeth Adams.....	Anne Arundel County
Warner, Hilda Jane.....	Cecil County
Warren, Mary.....	Worcester County
Warren, Warren.....	Worcester County
Watkins, Emily Catherine.....	Frederick County
Watkins, Flora Elizabeth.....	Montgomery County
Weant, Margaret Virginia.....	Frederick County
Webster, Sarah Priscilla.....	Harford County
Weiss, Emma Hattie.....	Baltimore County
Whaland, Julia Margaret.....	Harford County
Wheatly, Nellie Watkins.....	Dorchester County
Wilde, Ethel Marie.....	Talbot County
Willhide, Mabel Marie.....	Frederick County
Williams, Olive Miller.....	Sussex County, Del.
Wills, Elizabeth Neale.....	Charles County
Winand, Flora Josephine.....	Baltimore County
Worthington, Harriette Elizabeth.....	Washington County
Wright, Hazel Manetta.....	Caroline County
Yerkes, Kathryn Louise.....	Nottingham, Pa.

DEFERRED DIPLOMAS GRANTED AFTER SUMMER SESSION, AS OF CLASS
OF 1923

Alder, Grace.....	Somerset County
Athey, Grace.....	Washington County
Brady, Henrietta.....	Prince George County
Burdette, Dorothy.....	Washington County
Carroll, Virginia.....	Montgomery County
Cole, Mary Amanda.....	Queen Anne County
Graham, Eugenia.....	Wicomico County
Harvey, Dorothy.....	Baltimore County
Healy, Roberta.....	Anne Arundel County
Horne, Sallie.....	Harford County
Kretsinger, Edna.....	Washington County
Little, Susan Elizabeth.....	Harford County
McAllister, Mae.....	Worcester County
Miles, Elizabeth.....	Prince George County
Nelson, Gordice.....	Somerset County
Phillips, Gladys.....	Dorchester County
Powell, Elizabeth Hayman.....	Somerset County
Smith, Agnes Rebecca.....	Dorchester County
Stein, Josephine Catherine.....	Prince George County
Wood, Estelle Mae.....	Cecil County

GRADUATES OF 1924

Aaronson, Martha Folwell.....	Harford County
Abrams, Audrey Myrtle.....	Cecil County
Alexander, Frances Young.....	Washington County
Anthony, Harriett Lucretia.....	Talbot County
Atwill, Hilda Corinne.....	Baltimore City
Bachtell, Eva Hauver.....	Washington County
Bailey, Pauline Bartlett.....	Queen Anne County
Barwick, Katharine Lavenia.....	Queen Anne County
Batchelor, Harry Harris.....	Baltimore City
Beatty, Josephine Augusta.....	Queen Anne County
Beauchamp, Mildred Ella.....	Worcester County
Benson, Elizabeth English.....	Frederick County
Biggs, Mary Madeline.....	Carroll County
Blaine, Cynthia Primrose.....	Worcester County
Blickenstaff, Goldie Marie.....	Washington County
Bollinger, John Wilbur.....	Carroll County
Bounds, Mary Blanche.....	Wicomico County
Bowers, Helen Magdalene.....	Frederick County
Bowles, Agnes Viola.....	Prince George County
Bradford, Laura Matilda.....	Harford County
Bramble, Estelle.....	Queen Anne County
Brandenburg, Edith Marie.....	Frederick County
Bridenbaugh, Helen.....	Harford County
Brooks, Florence Browning.....	Montgomery County
Brown, Ruth Davis.....	Howard County
Burns, Savilla Nelson.....	Montgomery County
Cockerham, Nora Lilla.....	Harford County
Cooper, Mary Edith.....	Carroll County
Courtney, Sarah Elizabeth.....	Anne Arundel County
Cowman, Mary Ann.....	Talbot County
Cronhardt, Miriam.....	Baltimore County
Curfman, Helen Lee.....	Washington County
Davis, Caroline.....	Caroline County

Dean, Alma Madeline.....	Caroline County
Dennis, Nancy Sinclair.....	Wicomico County
Dodd, Ocie Ella.....	Montgomery County
Downin, Emma Lolita.....	Washington County
Downs, Naomi Ruth.....	Washington County
Downs, Vera Kathryn.....	Washington County
Duvall, Elizabeth Bourne.....	Prince George County
Duvall, Mildred Lee.....	Anne Arundel County
Earle, Julia Isabelle.....	Howard County
English, Marian Louise.....	Wicomico County
Ensor, Anna Muriel.....	Baltimore County
Evans, Elizabeth.....	Caroline County
Evans, Emily Margaret.....	Worcester County
Evans, Minnie Maria.....	Baltimore City
Flounders, Dorothy Estelle.....	Caroline County
Flowers, Frances Elizabeth.....	Caroline County
Gantz, Kathleen Lucille.....	Washington County
Garner, Mary Ethel.....	Norfolk County, Mass.
Gaver, Mary Ursula.....	Frederick County
Gerken, Emma Augusta.....	Baltimore County
Gettings, Emma Elmira.....	Baltimore County
Gettings, Marie Elizabeth.....	Baltimore County
Gibbons, Louise Estelle.....	Worcester County
Gibson, Dorothy Henry.....	Worcester County
Gibson, Elva Katherine.....	St. Marys County
Gibson, Ida Castle.....	Queen Anne County
Gilpin, Ann.....	Montgomery County
Goodman, Helen Fanny.....	Somerset County
Gray, Ruth Eleanor.....	Howard County
Griest, Lucie Killeen.....	Cecil County
Griffin, Beulah Hudson.....	Worcester County
Griffith, Pauline Augusta.....	Talbot County
Grimes, Mary Frances.....	Washington County
Gunderloy, Frank Charles.....	Anne Arundel County
Haines, Estelle Gardner.....	Howard County
Haines, Isabel Beulah.....	Harford County
Hall, Irma Marie.....	Worcester County
Hall, Lettie Timmons.....	Worcester County
Hallowell, Rita.....	Caroline County
Hammond, Alvey Garrett.....	Washington County
Hancock, Helen Virginia.....	Worcester County
Harmon, Katharyn Elizabeth.....	Wicomico County
Harper, Alice Susan.....	Caroline County
Harris, Dora Mae.....	Worcester County
Harsh, Naomi Anna Orinda.....	Washington County
Hartle, Gladys Bell.....	Washington County
Hayden, Marguerite Weems.....	St. Mary's County
Helm, Charlotte Catherine.....	Washington County
Helser, Mary Elizabeth.....	Washington County
Henderson, Edwin Earle.....	Harford County
Hendrickson, Jane Pauline.....	Frederick County
Hepbron, Ida Louise.....	Kent County
Henry, Margaret Campbell.....	Worcester County
Hickman, Mary Mildred.....	Queen Anne County
Hickman, Mary Thomas.....	Worcester County
Higgins, Mildred Madeline.....	Wicomico County
Hill, Mary.....	Cecil County
Hines, Catharine Wessel.....	Montgomery County

Hisley, Anna Dorothea.....	Baltimore County
Hogan, Margaret Ellen.....	Frederick County
Holland, Marion Le Compte.....	Talbot County
Hopkins, Henrietta Louise.....	Somerset County
Hopkins, Nellie Doris.....	Queen Anne County
Hostetter, Charlotte.....	Cecil County
Houck, George, Jr.....	Cecil County
Hoyle, Ann Mildred.....	Kent County
Hubbs, Anne Louise.....	Allegany County
Hunt, Gladys Louise.....	Wicomico County
Hyde, Helen Louise.....	Prince George County
Irving, Mary Ruth.....	Washington County
Itnyre, Margaret Elizabeth.....	Washington County
Jackson, Louis Page.....	Somerset County
Jarboe, Maude Mary.....	St. Mary's County
Jarman, Mattie Virginia.....	Queen Anne County
Jocelyn, Hazel Burgwin.....	Somerset County
Johns, Marjorie Alice.....	Washington, D. C.
Jones, Dorothy Allen.....	Harford County
Jump, Mary Alexine.....	Queen Anne County
Kendall, Cora Louise.....	Kent County
Kinnamon, Myrtle Virginia.....	Talbot County
Kirby, Edna Lottie.....	Kent County
Knadler, Ruth Wilson.....	Washington County
Laird, Sarah Elizabeth.....	Harford County
Lawson, Ellen Marie.....	Montgomery County
Lee, Eleanor Isabelle.....	Baltimore County
Lemmon, Mary Agnes.....	Baltimore City
Little, George Baynard.....	Carroll County
Lucas, Ruth Ella.....	Queen Anne County
Luhn, Ethel Lorraine.....	Montgomery County
McAllister, Hattie Ethel.....	Worcester County
McCann, Sara Elizabeth.....	Harford County
McCauley, Eva Kelley.....	Kent County
McCoy, Elizabeth Hazel.....	Cecil County
McCullough, Claudine Zelma.....	Allegany County
McCrea, Ruth Elizabeth.....	Caroline County
McDowell, Esther.....	Middletown, Del.
McMahan, Catherine Elizabeth.....	Dorchester County
Mallonee, Anna.....	Baltimore County
Marriner, Gertrude Elizabeth.....	Somerset County
Martin, Gladys Virginia.....	Frederick County
Martin, Mary Della.....	Carroll County
Michael, Edna Marie.....	Frederick County
Miles, Eula Louise.....	Somerset County
Mitchell, Lola Emanon.....	Caroline County
Mitchell, Mary Aline.....	Wicomico County
Moore, Lavinia Elizabeth.....	Washington County
Moran, Dora Isabel.....	Baltimore County
Morris, Gladys Elaine.....	Talbot County
Morris, Lyda Mae.....	Dorchester County
Morris, Mildred.....	Caroline County
Morris, Sarah Ethel.....	Talbot County
Moser, Harold.....	Washington County
Mullinix, Constance Clough.....	Montgomery County
Murray, Hazel.....	Carroll County
Neikirk, Margaret Louise.....	Harford County
Neikirk, Myrtle Rose.....	Harford County

Newcomer, Mary Gertrude.....	Washington County
Nichols, Irma Galloway.....	Caroline County
Nolan, Edna Penman.....	Prince George County
Nolte, Hilda Marguerite.....	Baltimore County
Norris, Louise Virginia.....	Caroline County
Owens, Julia Elmira.....	Wicomico County
Palmer, Miriam Idella.....	Washington County
Potterfield, Mary Louise.....	Washington County
Powell, Sara Virginia.....	Montgomery County
Price, Irene.....	Queen Anne County
Price, Jay Samuel.....	Worcester County
Quillen, Ruby Elizabeth.....	Wicomico County
Reilly, Margaret Frances.....	Baltimore County
Reilly, Mary Angela.....	Baltimore City
Renn, Charles Easterday.....	Frederick County
Rice, Bertha Alverda.....	Caroline County
Rice, Thomas Walter.....	Frederick County
Richardson, Jane.....	Dorchester County
Riggin, Mildred Warren.....	Wicomico County
Robinson, Sallie Perrie.....	Prince George County
Roelke, Mary Emma.....	Allegany County
Royer, Martha Helen.....	Washington County
Saunders, Marjorie Lee.....	Talbot County
Schnebley, Catherine Hollman.....	Washington County
Schwartz, Loretta Kathryn.....	Montgomery County
Shockley, Ella May.....	Wicomico County
Shry, Beulah Ruselle.....	Montgomery County
Sieverts, Gustavus Adolphus.....	Baltimore County
Simmons, Anne Howard.....	Dorchester County
Simpson, Harriet Elizabeth.....	Frederick County
Simpson, Margaret Rebecca.....	Frederick County
Smith, Elizabeth Elvira.....	Prince George County
Smith, Ella Mary.....	Baltimore County
Smith, Frances Adelaide.....	Queen Anne County
Smith, Harriet Madelynn.....	Frederick County
Snyder, Chleo Lorena.....	Washington County
Snyder, Ethel Maud.....	Howard County
Snyder, Rosalie Mabel.....	Washington County
Sprecher, Edith May.....	Washington County
Spurrier, Sarah Drusilla.....	Carroll County
Stansbury, Myrtle Agnes.....	Baltimore County
Stant, Margaret Ruth.....	Queen Anne County
Stevenson, Emily Elizabeth.....	Worcester County
Stitely, Mary Frances.....	Frederick County
Stokes, Hilda Pamila.....	Harford County
Strong, Talmage Adolphus Reese.....	Kent County
Summers, Elsie Marie.....	Talbot County
Tarbutton, Margaret Rebecca.....	Queen Anne County
Taylor, Anna Sabina.....	Queen Anne County
Thomas, Evelyn Grier.....	Harford County
Thomas, Gwendolyn Maude.....	Baltimore County
Thomas, Hilda May.....	Worcester County
Thomas, John Owen.....	Baltimore County
Thomas, Mary Jane.....	Baltimore County
Tolson, Maryanna Margaret.....	Queen Anne County
Trezise, Maude.....	Allegany County
Trice, Ruth Ann.....	Caroline County
Truitt, Margaret Ellen.....	Wicomico County

Troupe, Samuel Cushwa.....	Washington County
Van Pelt, Sara Virginia.....	Frederick County
Venable, Lillian Elizabeth.....	Worcester County
Walker, Beulah Marie.....	Garrett County
Walter, May Frances.....	Frederick County
Warren, Helen.....	Worcester County
Watkins, Mary Evelyn.....	Montgomery County
Weisel, Grace Evelyn.....	Bucks County, Pa.
Weller, Josephine Rebecca.....	Washington County
Welsh, Helen Cecilia.....	Montgomery County
Welty, Grace Elizabeth.....	Washington County
White, Leona.....	Somerset County
Wilson, Christine Branford.....	Caroline County
Wilson, Martha Elizabeth.....	Queen Anne County
Wilson, Rebecca Adkins.....	Wicomico County
Wood, Ida Rebecca Wood.....	Kent County
Wright, Robert Kennedy.....	Washington County
Wright, Sue Ellen.....	Caroline County
Wyand, William Joshua.....	Washington County
Yoder, Sarah Elizabeth.....	Baltimore County
Young, Lucy Anna.....	Montgomery County

DEFERRED DIPLOMAS GRANTED AFTER SUMMER—AS OF CLASS OF 1924

Bishop, Elizabeth Gertrude.....	Worcester County
Eyler, Catherine Isabel.....	Frederick County
Frizzell, William Yohn.....	Carroll County
Garman, Millard Franklin.....	Baltimore County
Gibson, Elizabeth Gertrude.....	Queen Anne's County
Gray, Dorothy Julia.....	Worcester County
Hayden, Katherine Somervell.....	St. Mary's County
Hoffmaster, Paul Lee.....	Frederick County
Pearson, Elsie Mae.....	Montgomery County
Saltz, Elsie Sybil.....	Somerset County
Spencer, Sophia Madeline.....	Carroll County
Urie, Ivy Lorraine.....	Kent County

GRADUATES OF 1925

Alice Adams.....	Wicomico County
Kathleen Mona Adams.....	Allegany County
Grace May Eden Allen.....	Baltimore City
Margaret Elizabeth Albright.....	Allegany County
Elsie Francis Amoss.....	Baltimore County
Doris Amelia Anderson.....	Anne Arundel County
Katharine Gladys Andreae.....	Baltimore City
Marguerite Anger.....	Baltimore City
Alice Graye Appel.....	Dorchester County
Cornelia Lee Archer.....	Harford County
Ellen Betty Ardinger.....	Washington County
Bessie Mae Arterburn.....	Howard County
Helen Louise Ascherfeld.....	Baltimore City
Minnie Olivia Asher.....	Baltimore City
Leora Kathleen Atwell.....	Wicomico County
Minnie Katherine Bach.....	Baltimore City
Gertrude Bachman.....	Baltimore City
Elizabeth Lederer Baden.....	Prince George's County
Jeannette Jacklyn Badler.....	Baltimore City
Velma Ruth Baerwald.....	Baltimore County

Lenna Lucile Baker.....	Howard County
Ruth Anna Baker.....	Carroll County
Ruth Edna Baltzell.....	Baltimore County
Rebecca Ida Bank.....	Baltimore City
Florence Aletta Barnett.....	Baltimore City
Inez Marie Baylis.....	Worcester County
Anna Sue Beattie.....	Harford County
Margaret Elizabeth Beavin.....	Anne Arundel County
Beatrice Becker.....	Baltimore City
Marian Elizabeth Bell.....	Somerset County
Elizabeth Benner.....	Baltimore City
Bertha Malinda Bennett.....	Prince George's County
Edna Gwendolyn Bennett.....	Wicomico County
Ella Emma Berg.....	Baltimore City
Dorothy Stoll Berger.....	Baltimore City
Ruth Elizabeth Bien.....	Baltimore City
Martha Bird.....	Prince George's County
Hulda Alys Bishop.....	Garrett County
Edna Hill Black.....	Baltimore City
Josiah Alexander Blacklock.....	Baltimore County
Julia Swann Blacklock.....	Charles County
Mary Alice Blake.....	Baltimore City
Edith Doretta Bohnet.....	Baltimore City
Lydia Isabel Boone.....	Frederick County
Rhona Sadie Bothner.....	Baltimore City
Nannie Frances Bounds.....	Somerset County
Cora Robertson Bowen.....	Montgomery County
Gladys Bowen.....	Baltimore City
Henrietta Donovan Bowen.....	Worcester County
Roselyn Beatrice Bower.....	Caroline County
Susanna Frances Bowie.....	Anne Arundel County
Emma May Bowman.....	Howard County
Sue Elizabeth Bowman.....	Allegany County
Urban Nowlin Bowman.....	Howard County
Margaret Alicia Boyd.....	Cecil County
Viola Wilton Bradford.....	Worcester County
Ethel Cooke Bradshaw.....	Dorchester County
Mary Catherine Bricker.....	Allegany County
Lula Mae Brittingham.....	Wicomico County
Doris Evelyn Brookhart.....	Baltimore County
Annie Dwyer Brown.....	Kent County
Caroline Catherine Brown.....	Frederick County
Frances Louise Brown.....	Howard County
Ruth Mildred Brown.....	Baltimore County
Florence Hannah Buckman.....	Baltimore City
Janey Douglas Buddecke.....	Baltimore City
Mildred Morris Burgee.....	Baltimore City
Ralph McSherry Burgee.....	Frederick County
Lionel Burgess.....	Howard County
Essie Elizabeth Byrd.....	Somerset County
Agnes Mary Cain.....	Baltimore City
Lucinda Augusta Callahan.....	Talbot County
Cornelia Cannon.....	Caroline County
Beth McLean Caples.....	Baltimore County
Helen Elizabeth Carey.....	Caroline County
Mary Hilda Covey.....	Caroline County
Eleanor Lawrason Crane.....	Baltimore City
Ethel Louise Crawford.....	Frederick County
Irma Louise Creswell.....	Baltimore City

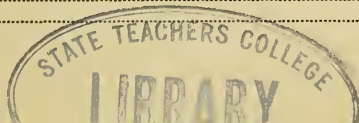
see
no

Isla May Carman.....	Baltimore City
Thelma Louise Carmean.....	Worcester County
Florence Gertrude Carmel.....	Baltimore City
Helen Cecilia Carpenter.....	Baltimore County
Catherine Mary Cassard.....	Baltimore City
Edna May Cassell.....	Baltimore City
Helen Virginia Catlett.....	Frederick County
Rose Chayt.....	Baltimore City
Mary Lillian Cheezum.....	Caroline County
Anna Marjorie Chilcoat.....	Baltimore County
Lillian Margaret Christensen.....	Prince George's County
Cornelia Anita Christopher.....	Dorchester County
Ruth Virginia Clagett.....	Baltimore City
Virginia Ruth Claybrooke.....	Baltimore City
Helen Clifton.....	Dorchester County
Sadie Hurston Cohen.....	Baltimore City
Angela Matilda Cole.....	Baltimore City
Sarah Pauline Coleman.....	Queen Anne County
Georgiana Conn.....	Baltimore City
Mary Caroline Connelly.....	Queen Anne County
Aline Elizabeth Connick.....	Prince George's County
Hazel Birdie Cook.....	Baltimore City
Margaret Jane Cook.....	Baltimore City
Emma Viola Corbett.....	Washington County
Ruth Corbett.....	Baltimore City
Josephine Powell Coston.....	Worcester County
Blanche Marguerite Croll.....	Hickman, Del.
Lulu LeCompte Cromwell.....	Baltimore City
Mary Estelle Cromwell.....	Baltimore City
Catherine Ellen Cronin.....	Baltimore City
Alice Katherine Cronise.....	Frederick County
Beatrice La Mar Cronise.....	Frederick County
Mary Sparks Crook.....	York Co., Pa.
Lenore Evelyn Cropper.....	Worcester County
Janie Alvey Cross.....	Prince George's County
Mary Phoebeus Croswell.....	Somerset County
Ruthanna Currens.....	Carroll County
Dorothy White Davis.....	Wicomico County
Mary Grace Davis.....	Baltimore City
Evelyn DeBaer.....	Baltimore City
Irene Estelle DeHoff.....	Baltimore City
Elizabeth Deitz.....	Baltimore City
Carmen Cash Delaplane.....	Carroll County
Dorothy Stuart Dennis.....	Baltimore City
Emily Bowen Dennis.....	Worcester County
Komazawa Bianca Bransford deSambourg.....	Baltimore City
Viola Harriette Dewey.....	Harford County
Gladys Dickerson.....	Carroll County
Ruth Eleanora Doing.....	Baltimore City
Dorothy Dorney.....	Baltimore City
Louise Mary Dost.....	Baltimore City
Anona Downing.....	Prince George's County
Mary Elizabeth Downs.....	Baltimore City
Carolyn Elizabeth Dryden.....	Worcester County
Ruth Bateman Dryden.....	Worcester County
Evelyn Dortha Dukes.....	Dorchester County
Margaret Dukes.....	Caroline County
Agnes Virginia Dulin.....	Caroline County
Hiawatha Estelle Duvall.....	Montgomery County
Emily Melvina Early.....	Prince George's County

Katherine Marguerite Easter.....	Baltimore City
Esther Himes Eavey.....	Washington County
Clara Belle Eccleston.....	Baltimore City
Helen Catherine Ehlers.....	Baltimore County
Thomas Beatley Ehlers.....	Baltimore City
Alice Anna Ekas.....	Baltimore City
Mary Elizabeth Elliott.....	Wicomico County
Nellie Mae Ellis.....	Worcester County
India Mae English.....	Wicomico County
Phoebe Viola Ensor.....	Baltimore County
Margaret Eskridge.....	Dorchester County
Mary Alberta Etzler.....	Frederick County
Ella Madeline Evans.....	St. Mary's County
Grace Everhart.....	Baltimore City
Muriel Elizabeth Farrington.....	Baltimore City
Blanche Summers Farrow.....	Baltimore City
Nora Devona Farrow.....	Washington County
Myrtle Elizabeth Faulkner.....	Kent County
Ellis Malcolm Fell.....	Baltimore City
Joseph Preston Fiery, Jr.....	Washington County
Sarah Fink.....	Baltimore City
John Louis Flater.....	Carroll County
Florence Fleischer.....	Baltimore City
Gladys Mae Fleming.....	Queen Anne County
Dunsmore Foster.....	Baltimore County
Ethel Evelyn Marie Francis.....	Baltimore County
Marjorie Price Francis.....	Baltimore County
Ruth Frech.....	Baltimore County
Nellie Wise French.....	Middlesex Co., Va.
Teresa Agnes Fuller.....	Baltimore City
Helen O'Boyle Gains.....	Baltimore City
Carroll Austin Gardner.....	Washington County
Lucy Vashti Garey.....	Caroline County
Agnes LaSalle Garrett.....	Baltimore City
Francis Dawes Garrett.....	Baltimore County
Alice Virginia Garver.....	Washington County
Frances Almira Geoghegan.....	Somerset County
Evelyn Letitia Gibbons.....	Baltimore County
Bessie Alyda Gibbs.....	Baltimore City
Mary Catherine Gibson.....	Queen Anne County
John Francis Gildea.....	Harford County
Rebekah Frances Glading.....	Prince George's County
Wilhelmina Mathilda Gluth.....	Baltimore City
Florence Goldberg.....	Baltimore City
Rose Edna Goldberg.....	Baltimore City
Fannie Estelle Goodman.....	Baltimore City
Alberta Jane Goodrich.....	Harford County
Ida Sarah Gouline.....	Baltimore City
Hannah Elizabeth Grabill.....	Baltimore City
Ona Ellen Graham.....	Wicomico County
Edna May Grammar.....	Baltimore County
Anna Green.....	Baltimore City
Catherine Virginia Green.....	Baltimore City
Margaret Elizabeth Greenholtz.....	Baltimore County
Gertrude Hope Greenwell.....	St. Mary's County
Ida Kate Grimes.....	Washington County
Ada Gladys Grove.....	Washington County
Ella Dorothy Gundersdorf.....	Baltimore City
Harriet Carmel Hackerman.....	Baltimore City
Thomas Paul Hackett.....	Queen Anne County

Katherine Mary Hagan.....	Wicomico County
Jane Friedenwald Hamburger.....	Baltimore City
Ruth Adelaide Hammond.....	Frederick County
Mary Virginia Handy.....	Worcester County
Marian Elizabeth Hanway.....	Harford County
Bertha Florence Harris.....	Worcester County
Louise Strong Harris.....	Kent County
Rebecca Harris.....	Baltimore City
Virginia Mae Harris.....	Worcester County
Laura Catherine Harrison.....	Baltimore City
Janice Meredith Harry.....	Harford County
Rachel Elizabeth Harry.....	Harford County
Minnie Hartman.....	Baltimore City
Fannie Haskowitz.....	Baltimore City
Olivia Estelle Hearn.....	Dorchester County
Margaret Elizabeth Hemmick.....	Baltimore City
Rebecca Hendin.....	Baltimore City
Mary Elizabeth Henkel.....	Baltimore City
Lillie Grace Hess.....	Harford County
Christina Sophia Hesshan.....	Baltimore City
Minnie Hettleman.....	Baltimore City
Nina Mildred Hill.....	Baltimore City
Mildred Himmel.....	Baltimore City
Mary Robinson Hockaday.....	Baltimore City
Elizabeth Kathryn Hodge.....	Somerset County
Mary Louise Hoffman.....	Baltimore City
Esther Eusebia Holscher.....	Baltimore City
Helen Wilson Hood.....	Baltimore City
Margaret Arnold Hood.....	Baltimore City
Elizabeth Margaret Hopkins.....	Wicomico County
Ruth Horn.....	Cecil County
Agnes Jane Howie.....	Wicomico County
Anna May Hubbard.....	Dorchester County
Alma Katheleen Hudson.....	Worcester County
Margaret Alice Hull.....	Baltimore County
Katherine Gillespie Hurt.....	Howard County
Kathryn Elizabeth Hutchins.....	Baltimore City
Mildred Elizabeth Huth.....	Baltimore City
Elsa Katherine Imhof.....	Baltimore City
Mabel Corinne Irelan.....	Baltimore City
Evelyn Lucille Ireland.....	Baltimore City
Mildred Elaine Jacobs.....	Baltimore City
Sadye Belle Jacobs.....	Baltimore City
Anne Jacobson.....	Baltimore City
Bernard Jacobson.....	Baltimore City
Eleanor Peeples James.....	Cecil County
Eldred DeWitt Johnson.....	Dorchester County
Julia Jessie Johnson.....	Queen Anne County
Katherine Virginia Johnson.....	Baltimore County
Helen Irene Johnston.....	Baltimore City
Ella Margaret Jones.....	Worcester County
Emma Viola Jones.....	Baltimore City
Grace Irene Jones.....	Wicomico County
Nellie May Jones.....	Anne Arundel County
Ruth Frances Jones.....	Wicomico County
Ellen Elizabeth Jordan.....	Frederick County
Irene Elizabeth Kaetzel.....	Frederick County
Edith Zelda Kaplan.....	Baltimore City
Helen Virginia Karn.....	Frederick County
Sarah Ethel Katzoff.....	Baltimore City

Dorothy Vernon Keller.....	Baltimore City
Inez Evie Kelley.....	Baltimore County
Lucy Mary Kelley.....	Baltimore County
Lillian Gertrude Kenlon.....	Charles County
Mary Kingdon.....	Montgomery County
Nancy Brown Kinsey.....	Dorchester County
Alice Evelyn Kirk.....	Cecil County
Harriet Lenora Kirk.....	Baltimore City
Kathryn Elizabeth Kirk.....	Baltimore City
Jennie Klawan.....	Baltimore City
Irma Caroline Klein.....	Baltimore City
Fannie Gertrude Klein.....	Baltimore City
Mary Louise Klein.....	Frederick County
Rebecca Shirley Klein.....	Baltimore City
Frances Knatz.....	Baltimore County
Anna Ruth Knoop.....	Baltimore City
Edna Marie Knoop.....	Baltimore City
Emma Frances Koch.....	Baltimore City
Annie Prunetta Kopp.....	Baltimore City
Mabel Kathryn Korber.....	Baltimore City
Marie Eva Kron.....	Baltimore City
Katharine Lair.....	Baltimore City
Sophie Kathryn Landau.....	Baltimore City
Sarah Rebecca Lane.....	Caroline County
Helen Washington Lang.....	Baltimore City
Margaret Ellen Langeluttig.....	Baltimore City
Margaret Langenfelder.....	Baltimore City
Kate LaPides.....	Baltimore City
Mary Margaret Leach.....	Baltimore County
Helen Ethel Leatherbury.....	Anne Arundel County
Caroline Elizabeth Lee.....	Baltimore City
Elizabeth Connally Leps.....	Washington County
Florence Adelaide Lerian.....	Baltimore City
Abraham Levin.....	Baltimore City
Dorothy Elizabeth Lewis.....	Baltimore City
Parepa Fidelia Linthicum.....	Carroll County
Sarita Grace Lochstamphor.....	Baltimore City
Annie May Logan.....	Cecil County
Frances Stuart Lord.....	Dorchester County
Thelma Elizabeth Lovett.....	Baltimore City
Margaret Marie Lowe.....	Wicomico County
Mayme Elizabeth Lowman.....	Washington County
Virginia Benton Lowman.....	Baltimore City
Thelma Ludloff.....	Baltimore City
Catharine Ellen Lusby.....	Baltimore City
Lydia Blanche Lutz.....	Baltimore City
Catherine Ciril McAllister.....	Baltimore City
Helen Doris McAllister.....	Baltimore City
Barbara Pope McCabe.....	Baltimore City
Ethel Viola McCallum.....	Charles County
Robert Harold McCann.....	Baltimore County
Helen Louise McCauley.....	Baltimore County
Louise Campbell McCauley.....	Baltimore City
Nellie Fay McFadden.....	Cecil County
Anne Brooks McLaughlin.....	Baltimore City
Sylvia Ulary McNamee.....	Cecil County
Marian Elizabeth MacGill.....	Baltimore City
Ellen Blake Mackall.....	Baltimore City
Nellie Irene Magaha.....	Frederick County
Mary Ann Maguire.....	Baltimore City



Gertrude Sonia Mankowitz.....	Baltimore City
Agnes Marie Manning.....	Baltimore City
Hazel Frances Marburger.....	Baltimore City
Florence Saville Mathews.....	Allegany County
Henrietta Elizabeth Matthews.....	Kent County
Martha Ellen Mays.....	Baltimore City
Dorothy Rowena Medford.....	Dorchester County
Gladys Edna Melvin.....	Queen Anne County
Mildred Catherine Melvin.....	Kent County
Mary Anne Metz.....	Baltimore City
Alvina Meyer.....	Baltimore City
Margaret Louise Michael.....	Baltimore City
Dorothy May Miller.....	Caroline County
Helen Ruth Miller.....	Baltimore City
Katherine Virginia Miller.....	Baltimore City
Pearl Rebecca Miller.....	Worcester County
Walter Miller.....	Baltimore City
Gladys Mitchell.....	Baltimore City
Ellen Mar Moffett.....	Washington County
Anne Fredericka Morlok.....	Harford County
Clifton Edward Morris.....	Caroline County
Edna Miller Morris.....	Baltimore City
Carrie Elizabeth Morrison.....	Baltimore City
Mary Elizabeth Moss.....	Anne Arundel County
Jane Corinne Muck.....	Washington County
Mary Elizabeth Muck.....	Frederick County
Isabelle Wilma Mueller.....	Baltimore City
Elsie Marguerite Munker.....	Baltimore City
George Howard Murdoch.....	Frederick County
Ida Virginia Nabb.....	Caroline County
Gertrude Nachlas.....	Baltimore City
Grace Madge Naumann.....	Baltimore City
Dora Dorothy Naviasky.....	Baltimore City
Sarah Elizabeth Nee.....	Allegany County
Helen Frances Neely.....	Montgomery County
Henrietta Arline Neff.....	Allegany County
Christine Nelson.....	Anne Arundel County
Lillian Gladys Nichols.....	Howard County
Hilda Bertha Nusbaum.....	Baltimore City
Hortense Selma Ochs.....	Baltimore City
Helen Augusta Opitz.....	Baltimore City
Pauline Hilda Ornett.....	Talbot County
Frances Gwendoline Orr.....	Kent County
Marie Theresa Ostendorf.....	Baltimore City
Margaret Jane Owens.....	Cecil County
Virginia Owens.....	Kent County
Pearl Russell Palmer.....	Baltimore City
Beulah Dorchester Parker.....	Baltimore City
Esther Parker.....	Anne Arundel County
Ida Marie Parks.....	Baltimore City
Lola Hubbard Parks.....	Dorchester County
Evelyn Frances Parsons.....	Wicomico County
Frances Helen Paxson.....	Frederick County
Frances Willard Payne.....	Dorchester County
Ella Pearsaul.....	Caroline County
Helen Perdue.....	Wicomico County
Helen Madelyn Perry.....	Baltimore County
Algie Elizabeth Pittman.....	Baltimore City
Gladys Disharoon Porter.....	Worcester County
Mae Carolyn Powell.....	Worcester County

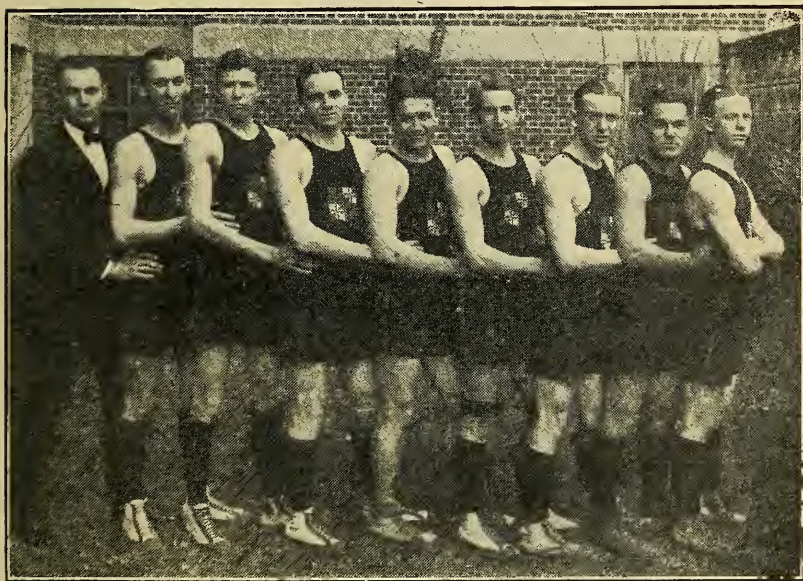
Beulah Marie Price.....	Baltimore County
Earl Cranston Price.....	Baltimore County
William Arthur Price.....	Baltimore County
John Johnson Prior.....	Cecil County
Margaret Louisa Purcell.....	Baltimore City
Sadie Rashbaum.....	Baltimore City
Lillian Rawlins.....	Baltimore City
Doris Odelia Reinhold.....	Baltimore City
Margaret Louise Remsburg.....	Washington County
Elizabeth Clay Rencher.....	Wicomico County
Ethel Josephine Rhodes.....	Washington County
Olive Corrinne Rhodes.....	Washington County
Evelyn Doretta Rice.....	Baltimore City
Helen Gladys Rice.....	Allegany County
Alice Pauline Rich.....	Baltimore County
Etta Parsley Rich.....	Montgomery County
Viola Rebecca Rich.....	Montgomery County
Neta Mary Richard.....	Caroline County
Ethel Catherine Rider.....	Baltimore City
Rebecca Lillian Rimson.....	Baltimore City
Susannah Catherine Riordan.....	Montgomery County
Leon Rivkin.....	Baltimore City
Hilda Ludwig Roberts.....	Baltimore County
Julia Bacon Robertson.....	Worcester County
Edna Ruth Robins.....	Baltimore City
James Harvey Rush.....	Baltimore County
Mary Louise Ryon.....	Prince George's County
Hazel Virginia Sard.....	Dorchester County
Margaret Ruth Sard.....	Dorchester County
Minnie Scheeler.....	Baltimore City
Rhea Adelaide Schlegel.....	Baltimore City
George Edward Schmidt.....	Washington County
Anna Margaret Schoenwetter.....	Baltimore City
Joseph Schwartzman.....	Baltimore City
Sara Mildred Scott.....	Caroline County
Martha Frances Seaman.....	Washington County
Edith Deakins Seidenstricker.....	Baltimore City
Bessie Seidman.....	Baltimore City
Hazel Seitz.....	Baltimore City
Evelyn Sellors.....	Baltimore City
Regina Bernardine Shepperd.....	Baltimore County
Esther Amelia Shipley.....	Baltimore County
Josephine Elizabeth Shull.....	Washington County
Anna Siegel.....	Baltimore City
Carlotta Alton Silver.....	Harford County
Albert Jacob Silverman.....	Baltimore City
Rose Silverman.....	Baltimore City
Irene Janet Sloman.....	Baltimore City
Anna Margaret Smith.....	Baltimore City
Edana Gibson Smith.....	Baltimore City
Helen Louise Smith.....	Baltimore City
Lucille Milford Smith.....	Baltimore City
Mary Elizabeth Smith.....	Frederick County
Naomi Julia Smith.....	Frederick County
Nellie Dolores Smith.....	Baltimore City
Mary Gwendolyn Smither.....	Baltimore City
Bertha Solomon.....	Baltimore City
Samuel Isaac Spector.....	Baltimore City
Hazel Marie Sprol.....	Baltimore City
Minnie Daisy Spy.....	Baltimore City

Margaret Thelma St. Clair.....	Baltimore City
Helen Mabel Stapp.....	Baltimore County
Julius Morton Stark.....	Baltimore City
Margaret Elizabeth Starner.....	Carroll County
Elizabeth Donaldson Steuart.....	Baltimore City
Clare Gene Stone.....	Baltimore City
Margaret Fenimore Stoops.....	Kent County
Herman Stouffer.....	Washington County
Selma Bertha Strasburger.....	Baltimore City
Bessie Elzada Strickland.....	Tangier, Va.
Fannie Louise Sullivan.....	Charles County
Mary Regina Sullivan.....	Baltimore City
Margaret Ross Summers.....	Baltimore City
Hilda Elizabeth Taylor.....	Wicomico County
Katherine Elizabeth Taylor.....	Baltimore City
Louise Milbourn Taylor.....	Baltimore City
Mabel Irene Taylor.....	Baltimore City
Norma Irene Taylor.....	Baltimore City
Emma Marie Teipe.....	Baltimore County
James Thomas.....	Baltimore County
Virginia Eliza Thompson.....	Kent County
Dorothy Louise Tieman.....	Baltimore City
Marie Tietzer.....	Baltimore City
Alice Mae Timmons.....	Worcester County
Beulah Olga Timmons.....	Baltimore City
Edna Ruth Tomlinson.....	Caroline County
Georgeanna Elizabeth Lee Trail.....	Baltimore City
Virginia Taylor Travers.....	Wicomico County
Gertrude Virginia Trott.....	Prince George's County
Mary Mildred Truitt.....	Wicomico County
Minna Adele Tucker.....	Baltimore City
Stanley Cornelia Turner.....	Harford County
Thomas Augustus Van Sant, Jr.....	Baltimore City
Caroline Elizabeth Veitch.....	Prince George's County
Verna Mae Vielt.....	Montgomery County
Ruth Marie Vermillion.....	Baltimore City
Edith Helen Wachowiz.....	Kent County
Frances Elaine Walker.....	Baltimore City
Blanche Estelle Walter.....	Howard County
Evelyn Warner.....	Baltimore County
Mary Avery Warren.....	Worcester County
Marion Berry Watkins.....	Anne Arundel County
Hilda Watson.....	Baltimore City
Beryl Marie Webster.....	Dorchester County
Miriam Lucille Weinland.....	Baltimore City
Lucy Bilson Weise.....	Baltimore City
Katherine Dorothy Weller.....	Baltimore City
Emily Moss Wells.....	Baltimore City
Mary Louise Welsh.....	Frederick County
Beatrice Naomi Whetle.....	Baltimore City
Edith Frances White.....	Queen Anne County
Helen White.....	Baltimore City
Lillian Estelle Whitehead.....	Wicomico County
Catharine Sellman Willcox.....	Anne Arundel County
Wilsie Margaret Williams.....	Wicomico County
Lois Elizabeth Willing.....	Wicomico County
Katherine Elizabeth Wilson.....	Baltimore City
Velma Gordon Wolfe.....	Baltimore City
Esther Wolf.....	Howard County
Emily Caroline Woodward.....	Anne Arundel County

Cleo Foley Woolwine.....	Allegany County
Naomi Ethel Worrihow.....	Cecil County
Minnie Merle Yoder.....	Baltimore County
Parepa Rosa Yost.....	Baltimore City
Edith Ely Zebley.....	Cecil County
Elsie Elizabeth Zink.....	Baltimore County

DEFERRED DIPLOMAS GRANTED AFTER SUMMER SESSION AS OF CLASS OF 1925

Mary Rose Apple.....	Allegany County
Carrie Gladys Booker.....	Queen Anne County
Helen Marshall Bowen.....	Worcester County
Myrtle Kathleen Brown.....	Queen Anne County
Eugene Scott Burroughs.....	Prince George's County
Norma Crystal Cooper.....	Caroline County
Sarah Helen Cordrey.....	Wicomico County
Louise Martha Evans.....	Worcester County
Virginia Hall.....	Somerset County
Mildred Orem Hearn.....	Harford County
Thelma Christine Jensen.....	Baltimore County
Evelyn Jennette Krause.....	Baltimore City
Philip Harold Lampke.....	Anne Arundel County
Elizabeth Cecilia Maloney.....	Cecil County
Thelma Kathryn Moler.....	Baltimore City
Rose Patton.....	Prince George's County
Emma Jeannette Russell.....	Anne Arundel County
Mary Kathryn Stambaugh.....	Baltimore City
Mary Josephine Stoll.....	Baltimore City
Marion Stottlemeyer Sutton.....	Baltimore City
Gertrude Brooke Willson.....	Kent County



MEN'S BASKETBALL TEAM

FACULTY FOR THE SUMMER SESSIONS§

1923, 1924, 1925

LIDA LEE TALL,** B. S.....Principal and Director of the Summer Session
ROSE MARIE BARRY,**

Certificate Peabody Conservatory Teachers' Course—Music

MARION F. BATCHELDER,†† B. S.....Library Methods for Elementary Schools
Maryland State Public Library Commission

NELLIE W. BIRDSONG,†† A. M.....Education in Primary Grades

EUGENE BISHOP,† Ph. D.,

Educational Psychology, Sociology, Tests and Measurements

WILLIAM BURDICK,** M. D.....Physical Education

Director, Maryland Public Athletic League

LEILA M. COBB,° B. S.....Education in the Primary Grades

MARION I. COOK,° Diploma, Wellesley College.....Physical Education

NORA CROSSMAN,† Sargent School Diploma.....Physical Education

Assistant, Maryland Public Athletic League

ANITA S. DOWELL,†† A. M.....Health Education and Elementary Science

JOHN L. DUNKLE,* A. M.,

Educational Psychology, Tests and Measurements

MARY ECKFORD,° A. M.....History

SADIE FITZGERALD,** A. M.....Education in the Grammar Grades

AGNES M. FLINN*.....Physical Education

Assistant, Maryland Public Athletic League

BLANCHE FRUM,° A. M.....English

ONA P. FRUM,° A. B.....Demonstration School, Primary Grades

EDYTHE GORSUCH,* A. B.....Music

Towson High School, Baltimore County

VERA GREENLAW,† B. S.....Industrial Arts

ANNA D. HALBERG,° A. M.,

Educational Psychology, Sociology, Tests and Measurements

KATHERINE L. HEALY,†† B. S.....Education in Grammar Grades

Grade Supervisor, Caroline County Schools

LUCILLE HEATH,° Normal School Diploma,

One Room Demonstration School

ETHEL HEIGHE HILL,* Normal School Diploma,

Demonstration School, Primary Grades

Helping Teacher, Baltimore County Schools

ALLAN HULSIZER,** A. M.....Rural Life Course

A. M. ISANOGLUE,† A. M.....History

Western Maryland College

ALMA LANKFORD*.....Assistant to the Librarian

Salisbury High School, Wicomico County

§ All instructors are on the regular staff of the Maryland State Normal School at Towson unless another affiliation is designated under the name.

* 1923 only. † 1924 only. ° 1925 only. †† 1923 and 1924. ** 1924 and 1925. ***1923, 1924 and 1925.

FRANCIS LITZ,† Ph. D.....	Literature
Baltimore City College	
CLARA K. MCCORD,* A. B.....	Demonstration School, Grammar Grades
ALICE MUNN,†† B. S.....	English and Mathematics
MARY L. OSBORN,†† New York Public Library School Diploma,	
Library Methods for Elementary Schools	
MARY L. OSBORN,° New York Public Library School Diploma,	
Story Telling in the Elementary School	
RUTH PARKER†.....	One Room Demonstration School
ESTHER RICHARDS,° A. B., M. D., Visiting Lecturer.....	The Problem Child
Physician in charge, Phipps' Psychiatric Dispensary, Johns Hopkins University	
LOUISE H. SCHROEDER,*** Peabody Conservatory Teachers' Course	
Certificate.....	Voice and Instrumental Music
LENA A. SHAW***.....	Penmanship
Supervisor of Penmanship, Public Schools, Detroit, Michigan	
MARTHA SIBLEY†.....	Demonstration School, Primary Grades
ELLA SWEENEY,* B. S.....	Education in Primary Grades
Assistant Superintendent of Schools, Providence, R. I.	
MAURICE M. S. H. UNGER,* A. M.....	Rural Life Course
Superintendent of Schools, Carroll County	
LENA C. VAN BIBBER,* A. M.....	History
E. CURT WALTHER,*** A. M.....	Geography
H. B. WILSON,† Ph. D., Visiting Lecturer.....	Modern Methods in Teaching
Superintendent of Schools, Berkeley, California	
MARGARET M. WITTERS,° Graduate Maryland Institute, Post Gradu-	
ate of Fontainebleau, France.....	Art Structure
Instructor, Maryland Institute	
GERTRUDE S. WOOLSEY,* B. S.....	Industrial Arts

§ All instructors are on the regular staff of the Maryland State Normal School at Towson unless another affiliation is designated under the name.

OFFICERS FOR THE SUMMER SESSIONS

1923, 1924, 1925

LIDA LEE TALL***.....	Principal and Director
GERTRUDE CARLEY***.....	Registrar
MARGARET GILBERT* }	Secretary to the Principal
MAY E. GLASS† }	
VIOLET RETTALIATA° }	
EVELYN PEACOCK*.....	Assistant to the Principal
DAISY C. FOX†† }	Assistant to the Registrar
E. EURITH ROSE° }	
MARY L. OSBORN***.....	Librarian
GERTRUDE HOLT†† }	Assistant Librarian
RUTH BIENEMAN° }	

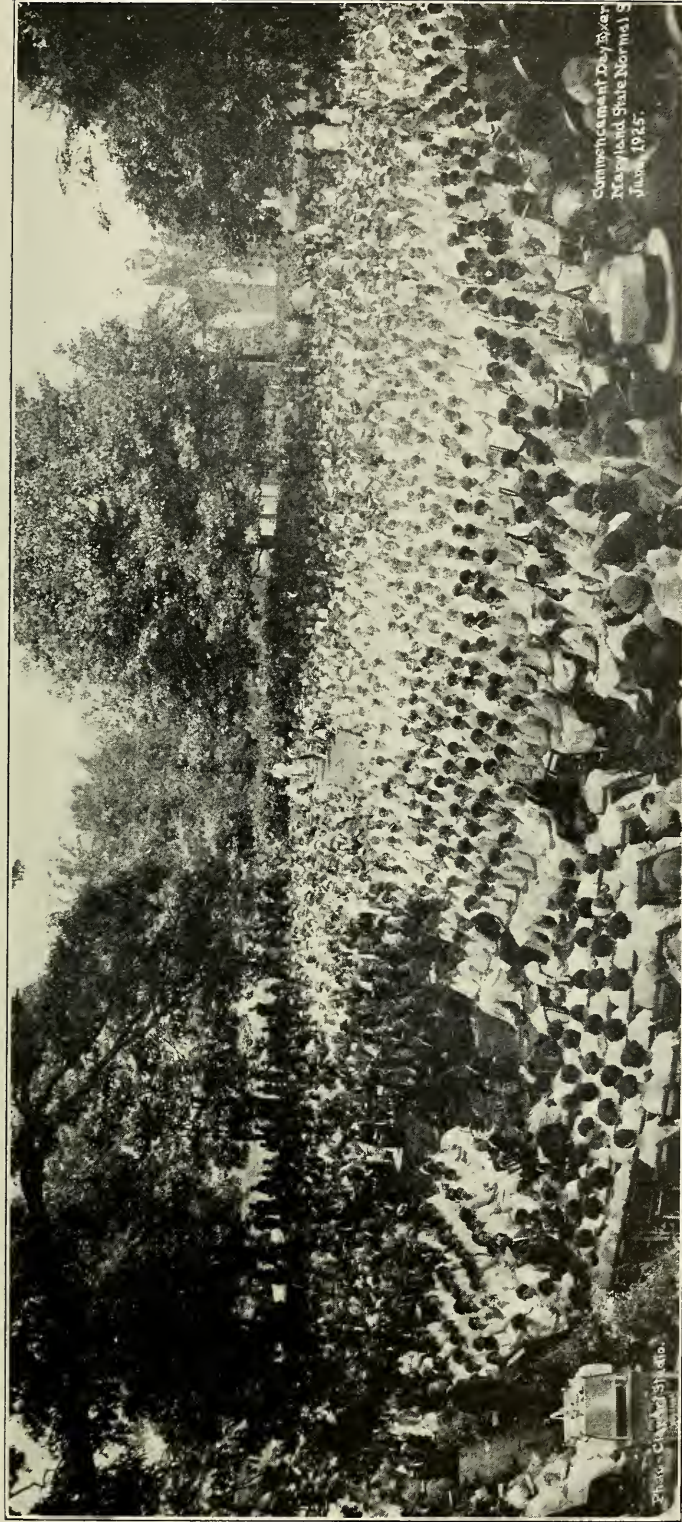
* 1923 only. † 1924 only. ° 1925 only. †† 1923 and 1924. ** 1924 and 1925. ***1923, 1924 and 1925.

ALMA LANKFORD*	}	Assistant to the Librarians
EVELYN PEACOCK†		
EMMA BRAY AYRES*	}	Dormitory Director
RUTH C. SPERRY**		
VIOLET DINGLE††		Assistant Dormitory Director
ELEANOR WELLS*	}	Dietitian
MINNIE WANDELL†		
MARY NELSON°		
GERTRUDE WOOLSEY*		Adviser to Women, Administration Hall
DR. DOROTHY BURDICK**		Physician
JENNIE RILEY**		Nurse

* 1923 only. † 1924 only. ° 1925 only. †† 1923 and 1924. ** 1924 and 1925.

NUMBER OF TEACHERS ENROLLED IN SUMMER SESSIONS 1923, 1924, 1925, BY COUNTIES

	1923	1924	1925
Allegany	0	2	2
Anne Arundel	15	2	8
Baltimore County.....	8	7	6
Baltimore City.....	0	5	16
Calvert	2	2	3
Caroline	15	16	27
Carroll	42	26	45
Cecil	14	4	5
Charles	3	3	1
Dorchester	22	14	9
Frederick	17	31	10
Garrett	6	0	0
Harford	26	22	16
Howard	5	10	2
Kent	10	4	9
Montgomery	4	4	4
Prince George's.....	3	2	7
Queen Anne's	5	4	7
Somerset	16	17	15
St. Mary's.....	5	1	3
Talbot	5	15	7
Washington	28	17	10
Wicomico	13	11	5
Worcester	13	11	5
Other States.....	2	6	2
Total.....	279	236	224



GOVERNOR RITCHIE ADDRESSING THE 1925 GRADUATES AT THE FIRST OUTDOOR COMMENCEMENT EXERCISES EVER HELD AT THE TOWSON NORMAL SCHOOL. THERE WERE 545 GRADUATES—THE LARGEST CLASS SINCE THE ESTABLISHMENT OF THE SCHOOL IN 1865



GETTING TO TOWSON

The Maryland State Normal School is located at Towson, the county seat of Baltimore County, a short distance north of Baltimore City, on the York Road along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line of street cars transferring to the Towson car, whose route eastward and northward to Towson is along Lombard street to Paca street, to Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to York road, to the Normal School grounds.

From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car; ride north; transfer at York Road and Gorsuch avenue to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk from the Normal School.

Students' baggage can be handled through the school office, by special arrangement with a local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.

Maryland State Normal School Bulletin

Towson, Maryland

Summer School Number

1923



June 25th to August 3rd

1923

Maryland State Normal School

SUMMER SESSION

1923

STATE BOARD OF EDUCATION

DR. HENRY M. FITZHUGH, *President*
Westminster

ALBERT S. COOK, *Secretary, State Superintendent of Education*
Towson

DR. JOHN M. T. FINNEY, Baltimore

THOMAS H. CHAMBERS, Federalsburg

MARY RISTEAU, Jarrettsville

STUART S. JANNEY, Baltimore

EDGAR W. McMASTER, Snow Hill

MARYLAND STATE NORMAL SCHOOL COMMITTEE

DR. HENRY M. FITZHUGH, *Chairman*

ALBERT S. COOK, *State Superintendent*

DR. JOHN M. T. FINNEY

MARY RISTEAU

STUART S. JANNEY

OFFICERS OF THE SUMMER SESSION

LIDA LEE TALL, *Principal, and Director*

GERTRUDE CARLEY, *Registrar*

DAISY C. FOX, *Assistant to the Registrar*

MARY OSBORN, *Librarian*

GERTRUDE HOLT, *Assistant Librarian*

ALMA LANKFORD, *Assistant to the Librarians*

EMMA BRAY AYRE, *Dormitory Director*

VIOLET DINGLE, *Assistant Dormitory Director*

ELEANOR WELLS, *Dietitian*

GERTRUDE WOOLSEY, *Adviser to Women, Administration Hall*

MARGARET GILBERT, *Secretary*

EVELYN PEACOCK, *Assistant to the Principal*

Summer Session
1923

FACULTY

LIDA LEE TALL, B. S...Principal, and Director of the Summer Session
 MARION F. BATCHELDER, B. S.Library Methods for Elementary Schools
 Maryland State Public Library Commission
 NELLIE W. BIRDSONG, A. M.....Education in Primary Grades
 Maryland State Normal School
 WILLIAM BURDICK, M. D.....Physical Education
 Director, Maryland Public Athletic League
 ANITA S. DOWELL, A. M.....Health Education and Elementary Science
 Maryland State Normal School
 JOHN L. DUNKLE, A. M.Educational Psychology, Tests and Measurements
 Maryland State Normal School
 AGNES M. FLINN.....Physical Education
 Assistant, Maryland Public Athletic League
 EDYTHE GORSUCH, A. B.....Music
 Towson High School, Baltimore County
 KATHERINE L. HEALY, B. S.....Education in Grammar Grades
 Grade Supervisor, Caroline County Schools
 ETHEL HEIGHE HILL.....Demonstration School, Primary Grades
 Helping Teacher, Baltimore County Schools
 ALMA LANKFORD.....Assistant to the Librarians
 Salisbury High School, Wicomico County
 CLARA K. McCORD, A. B.....Demonstration School, Grammar Grades
 Maryland State Normal School
 ALICE MUNN, B. S.....English and Mathematics
 Maryland State Normal School
 MARY OSBORN.....Library Methods for Elementary Schools
 Maryland State Normal School
 LOUISE SCHROEDER.....Voice and Instrumental Music
 Peabody Conservatory Teacher's Certificate
 LENA SHAW.....Penmanship
 Supervisor of Penmanship, Public Schools, Detroit, Michigan
 ELLA SWEENEY, B. S.....Education in Primary Grades
 Assistant Superintendent, Providence, R. I.
 MAURICE S. H. UNGER, A. M.....Rural Life Course
 Superintendent of Schools, Carroll County, Maryland
 LENA C. VANBIBBER, A. M.....History
 Maryland State Normal School
 E. CURT WALTHER, A. M.....Geography
 Maryland State Normal School
 GERTRUDE S. WOOLSEY, B. S.....Industrial Arts
 Maryland State Normal School

CALENDAR

~~July 7~~
~~June 25~~—Monday—8.30 A. M.—Registration begins.
~~June 26~~—Tuesday—8.00 A. M.—Regular class work begins.
~~July 4~~—Wednesday—Holiday.
~~July 7~~—Saturday—Extra session to help complete a 30-day session.
~~July 21~~—Saturday—Extra session to help complete a 30-day session.
~~August 3~~—Friday—Summer session ends.

~~August 9~~ Saturday—Extra Session to help complete
 30 day session.

Wednesday

GENERAL INFORMATION

The summer session of 1924 of the Maryland State Normal School will be conducted as a State Summer School, under the direction of the State Board of Education, during the six weeks from Monday, ~~June 25~~, to Friday, August 13, inclusive. The principal purpose of this summer school is to furnish, at very low cost, six weeks of professional training to Maryland teachers already in service and to persons planning to become teachers in the public elementary schools of Maryland.

SPECIFIC AIMS

All courses satisfactorily completed will be credited by the State Superintendent of Schools to one of the following objects:

1. To meet the minimum legal requirements of professional preparation for teaching in the public schools of Maryland, viz.: At least six weeks' attendance at a standard school of education.

2. To secure renewal of teachers' certificates, particularly those of the second and third grade, under the requirement of six weeks' additional professional training.

3. To count toward meeting the requirement for advancing the grade of teachers' certificates according to the by-laws of the State Board of Education. (See pamphlet, "Teachers' Certificates," issued in May, 1921, by State Department of Education.)

As is indicated under *Courses of Instruction*, all the courses will have professional value for teachers, but some of them will have a distinctly academic character, in order to be adapted to the needs of teachers holding third-grade certificates who are working to raise their certificates to second-grade. To receive full credit for standard summer school attendance, a student must pursue three full courses, aggregating not less than *ninety hours of class work and concluded with an examination on each course*.

DEMONSTRATION SCHOOLS

A standard two-room elementary school will be in session in the rooms of the Normal Elementary School throughout the six weeks. Here approved classroom procedures will be demonstrated under the observation of groups of teacher-students. Such observation, followed by critique discussions, will constitute an essential part of the fundamental plans of several of the courses listed.

ASSEMBLIES, ENTERTAINMENTS, EXCURSIONS

General assemblies of the whole student body will be held once or twice each week to afford opportunities for community singing, lectures, and art appreciation demonstrations. Every Friday evening

some social, musical or literary entertainment will be held. Saturdays will be devoted, as far as possible, to excursions of a recreational and educational character. *We will follow the plan or plans of the last few years and join with the Johns Hopkins University Summer School in the several excursions they plan.*
SUMMER SCHOOL ORCHESTRA

Any Summer Session student who plays an orchestral instrument is urged to bring the instrument to the summer school. The music instructor is anxious to develop both a glee club and an orchestra during the six weeks.

RESIDENCE HALLS

Newell Hall, the main dormitory building of the Maryland State Normal School, will accommodate about 280 students, and during the summer will be used exclusively for women. A few of the rooms are furnished for two students, but the large rooms accommodate three and four students.

Administration Hall is a part of the main school building, which has been adapted for living quarters. It will accommodate 75 women.

~~The Barracks~~
~~Gymnasium Hall~~ is the gymnasium, which has been fitted up comfortably as a barracks for men. It can accommodate about 30 students.

All students desiring dormitory accommodations should make early application for reservations. Applications will be honored in the order in which they are received. Students will be placed, if possible, in rooms with roommates of their own selection, but all such applications should be filed at one time.

All possible assistance towards securing comfortable boarding homes in the vicinity of the school will be given any students who file applications too late to secure reservations in any of the residence halls. A list of boarding places in and around Towson and Govans will be mailed upon request. Out-of-dormitory students may, if they so desire, secure table board in Newell Hall.

Applications: Applications for rooms in Newell Hall, Administration Hall and ~~Gymnasium Hall~~ should be addressed as promptly as possible to the school Secretary. Room assignments are made beginning April 1. Rooms will be reserved only upon receipt of a *three-dollar deposit*, payable to the Maryland State Normal School, Towson, Maryland, at the time of application. The deposit will be deducted from the full expense account, upon registration. Reservations are cancelled and the deposit forfeited, if rooms are not claimed in person or by notification before three o'clock ~~June 26~~ *July 7.*

The Barracks

but at a charge of \$5.00
point for the courses taken.

To Maryland

FEES AND EXPENSES

All expenses must be paid, immediately upon entrance, to the Registrar.

There will be no charge at all for instruction, but a small class laboratory fee may be listed with some of the courses.

A \$5.00 registration fee is required of all students. An additional fee of \$2.00 will be required of late entrants.

The charge for the *entire six weeks* for room and board in the dormitory, including laundry, will be \$55, in advance.

All articles to go into the school laundry must be marked with uniform woven laundry markers supplied by the school at a cost of *fifty cents* for the set. Only plain articles and flat wash—ten pieces in all—will be allowed. Blouses and dresses, men's fine shirts and palm beach suits may be laundered at the school laundry, but regular fixed laundry charges will be made for such conveniences.

Students rooming in Newell Hall, Administration Hall and ~~Gymnasium Hall~~ *The Bar* will need to bring with them for personal use, towels, toilet soap, bureau scarfs (if wanted), two laundry bags and two tumblers.

Students rooming outside the school, but desiring table board in Newell Hall, will be accommodated in the dining-room at a charge of \$7.00 a week, payable in one payment of \$42.00 in advance. Laundry for such students will be seventy-five cents (75c) extra per week.

REGISTRATION AND ADMISSION

The opening day of the summer school, Monday, *July 7* ~~June 25~~, will be given up to registration. The summer session faculty will be in attendance to meet the arriving students and advise them in the selection of courses. Students may not claim their rooms until after breakfast on Monday morning, and upon completion of registration. A light luncheon will be served at twelve-thirty for all who have arrived by that hour.

SUMMARY OF FEES

1. Registration fee (payable by every student at every summer session)..... \$5.00
2. Late registration fee (additional)..... 2.00
3. Tuition (no fee asked *for Maryland teachers*).....
4. Room, board and laundry for students in residence..... 55.00
5. Table board for students rooming in the town or city..... 42.00
6. Laundry for students rooming in the town or city..... .75
7. Laundry markers (to be purchased at the school)..... .50
8. Laboratory fees (see description of courses).....

Tuition (for teachers from other States) \$5 per

FURTHER INFORMATION

For further information and answers to any questions not met in the foregoing paragraphs, address:

LIDA LEE TALL, *Principal*,
The Maryland State Normal School, Towson, Md.

COURSES OF INSTRUCTION

DEMONSTRATION SCHOOL

Education s. 1 (a) Demonstration School, Credit B. 1 point. Miss Tall, ~~Mrs. McCord, Miss Hill.~~

11.00 A. M. First two weeks. Miss Tall.

Education s. 1 (b) The Demonstration Classes: Mrs. McCord, Miss Hill.

8.30 A. M. to 12.00 M. Last four weeks.

A two-room elementary demonstration school of six grades, in session daily for three hours: Room A, advanced grades; Room B, primary grades.

For the first two weeks of the summer session there will be a discussion of the principles underlying observation of classroom teaching. After this the students registered in the course will spend one hour a day in independent observation. The classroom teachers will conduct afternoon conferences, for which the hours will be posted. Two written reports will be required during the course.

EDUCATIONAL PSYCHOLOGY

Education s. 101. Educational Psychology. Credit A. 2 points. ~~Mr. Dunkle.~~ ✓

SECTION I—11.00 A. M.

SECTION II—2.00 P. M.

This course introduces the student to the principles of learning and to the teaching processes of the elementary school. The topics treated are: Inherited tendencies; the development of the child; feeling; attention; habit; memory; thinking; individual differences and their measurement.

The work is given in two sections to accommodate the program-making of the students.

EDUCATIONAL TESTS

Education s. 102. Educational Tests and Measurements. Credit A.
2 points. ~~Mr. Dunkle.~~

1.00 P. M.

The chief purposes of the course are: (a) To give the student a working knowledge of the best instruments for measuring the child's school progress and his performance level in the school subjects; (b) to discuss the methods of using the educational tests, tabulating and interpreting the results; (c) to point out their significance in all phases of education. The following subjects will be measured: reading, writing, spelling, arithmetic and composition. *For this course there will be a small laboratory fee.*

Open to teachers of experience holding second-grade certificates, or to teachers of third-grade certification who have had Course Ed. s. 101 or its equivalent.

ELEMENTARY SCHOOL METHODS

I—PRIMARY GRADES

Education s. 103. Principles Underlying the Teaching of Reading, Arithmetic and English in the Primary Grades. Credit A. 2 points. Miss Sweeney.

SECTION I—9.00 A. M.

SECTION I—11.00 A. M.

This course is intended for elementary teachers of the first three grades who are interested in an intensive study of the problems of reading, English and arithmetic. It will show present tendencies in the teaching of these subjects and give the scientific basis for changes in past methods. Standardized tests for measuring ability in the above fields will be an important factor in the course.

Education s. 104. Socialized Activities in the Primary Grades. Credit A. 2 points. Miss Sweeney.

8.00 A. M.

This course will discuss (1) the materials appropriate for educative purposes in the primary grades, and (2) the method of organizing the activities of children in these grades along lines conducive to educational growth. Significant projects that have been used by primary teachers will be discussed and evaluated.

Education s. 105. The Psychology of the Elementary School Subjects. Credit A. 2 points. Miss Birdsong. ✓

SECTION I—8.00 A. M.

SECTION II—11.00 A. M.

This course deals with the teaching of the elementary school subjects and with the principles underlying classroom activity. It includes required readings, observation, and discussion of lessons taught in the elementary demonstration school.

Education s. 106. Mental and Educational Measurements in the Primary Grades. Credit A. 2 points. Miss Birdsong. ✓

10.00 A. M.

This course will deal with the technique of scientific testing, the evaluation of available tests on different subjects, and the discussion of the remedial measures which should follow the use of mental and educational tests in the primary grades.

For this course there will be a laboratory fee of 50 cents.

II—GRAMMAR GRADE METHODS

Education s. 107. Principles Underlying the Teaching of Reading in the Grammar Grades. Credit A. 2 points. Miss Healy.

SECTION I—11.00 A. M.

SECTION II—2.00 P. M.

This course will deal with reading aims and reading methods in the upper elementary school. Special emphasis will be placed on (1) the teaching of silent reading; (2) the relation of silent reading to good habits of study.

Education s. 108. Principles Underlying the Teaching of Arithmetic in the Grammar Grades. Credit A. 2 points. Miss Healy.

10.00 A. M.

This course will deal with (1) the mechanics of arithmetic and (2) problem solving. Practical use will be made of one or two standardized tests.

ENGLISH

English s. 50. English Composition and Grammar. Credit A. 2 points. Miss Munn.

SECTION I—9.00 A. M.

SECTION II—11.00 A. M.

0.15

A review of the principles of English composition; theme writing; the topic sentence; unity; original writing; and grammar in a practical study of usage. This course will be given in two sections.

GEOGRAPHY

Education s. 109. Introductory School Geography. Credit A. 2 points. Mr. Walther.

1.00 P. M.

This course includes an inventory of the values to be realized in the elementary curriculum through the subject of geography; a study of the opportunities for teaching incidental geography in other subjects and projects of the primary grades; and a review of the subject matter suitable for the third, fourth and fifth grades. The practical aspects of home geography, excursion geography, world geography, journey geography and "world-lore", are discussed, emphasis to be determined by the practical needs of the members of the class. The work includes lectures, discussions, excursions and suitable readings.

Education s. 110. Intermediate School Geography. Credit A. 2 points. Mr. Walther.

2.00 P. M.

A study of the principles controlling the selection and teaching of the subject-matter of geography for the pupils of the grammar and junior high school grades. Considerable emphasis is placed upon the study habits and procedures as involved in the problem method and the special technique of the subject. The work will include a study of the United States, Latin America and Europe, from the regional, political and economic point of view. Lectures, discussions, collateral readings and map work.

Geography s. 51. Principles of Geography. Credit A. 2 points. Mr. Walther.

10.00 A. M.

This course is designed to give an intelligent interpretation of the peoples of the earth, their culture and their civilizations. It involves a study of the salient geographic factors in the environment of man; the genesis and inter-action of these forces, and the nature of human response to them. This course should be valuable to the teachers of all grades in giving cultural insight into the broader relationships of modern geography. Lectures, readings and discussions.

HISTORY

History s. 53. American History Since 1789. Credit A. 2points.
~~Miss Van Bibber.~~

1.00 P. M.

A survey of the social, industrial and political development of the United States under the Constitution and in its world setting, pursued with a view to a better understanding of present-day institutions and problems. This course will use a good text and a reference shelf.

History s. 52. Modern European History. Credit A. 2 points.
~~Miss Van Bibber.~~

2.00 P. M.

A rapid survey of Europe from 1815 to 1870, and a more detailed study of the period since 1870, with emphasis upon the roots of the Great War and problems of reconstruction. Any good text; readings; discussions and reports.

Education s. 111. The Teaching of History in the Elementary School. Credit A. 2 points. ~~Miss Van Bibber.~~

10.00 A. M.

This course will deal with the aims, principles, methods and materials of history and community civics in the elementary school. Emphasis will be given to the examination of various courses of study in the social studies, and especially to the Baltimore County Course of Study.

HEALTH AND HYGIENE

Education s. 112. Health Education. Credit A. 2 points. Miss Dowell.

9.00 A. M.

This course gives a survey of the factors that aid in maintaining the health of the school child. It also aims to teach the principles which should govern the selection of materials and methods for health teaching and training in the elementary grades and includes the work of clubs and organizations, such as the Boy and Girl Scout and Campfire organizations, in promoting health. Subject matter: personal hygiene, First Aid and Safety, will be dealt with as it comes up in the planning of a health program. Opportunity will be given for the observation of health work in the grades.

Education s. 113. School and Personal Hygiene. Credit A. 2 points. Miss Dowell.

1.00 P. M.

This course considers the principles underlying group hygiene, which have to do especially with the school, and the principles of personal hygiene. The emphasis is placed on the application of these principles to everyday life. Attention will be given to the social and economic aspects of health problems, to problems of rural hygiene, to functions and methods of Boards of Health, to the spread and control of infectious disease, to the treatment of emergencies, and to the improvement of health by hygienic means.

INDUSTRIAL ARTS AND FINE ARTS

Education s. 114. Principles Underlying the Teaching of Industrial Arts in the Primary Grades. Credit A. 2 points. ~~Miss Woolsey.~~ *Miss Greenlaw*

SECTION I—1.00 P. M.

SECTION II—2.00 P. M.

This course is planned for the teachers who expect to teach in the graded schools and in rural schools. The course is designed to develop appreciation and understanding of the things of our environment which are the results of man's inventions to meet his material and aesthetic needs, and to open up the many possibilities in practical arts of serving as avenues of approach to the other subjects of history, geography, arithmetic, etc. The course is not given with the thought that it shall be taught as a separate subject requiring a special teacher to conduct the industrial art lessons, but as a subject to be adapted and used by the elementary teacher; to stimulate the spirit of inquiry and the investigations of questions which arise in the various subjects by making them concrete.

The subject matter of the course will include: How the race provides itself with food, shelter and clothing; how the race records itself; and how the race supplies itself with utensils. The chief materials used in the course will be paper and cardboard, wood, clay, textiles, foods and some metal. *There is a small laboratory fee.* This course is given in two sections.

Education s. 115. Principles Underlying the Teaching of Industrial Arts in the Grammar Grades. Credit A. 2 points. ~~Miss Woolsey.~~ *Miss Greenlaw*

8.00 A. M.

(See note to Course 114.)

LIBRARY METHODS

Education s. 2. Library Methods Course for Elementary Schools.
Credit B. 1 point. Miss Osborn and Miss Batchelder.

9.00 A. M.

This course is planned in order to give instruction to the teachers of the elementary and rural schools in the fundamental principles of managing a school library. Instruction will be given in choice of books, use of reference books, classification, cataloging, administration and methods, with special stress laid on story telling. In addition to lectures, some time will be spent in problems for elementary schools to be worked out with concrete materials in the school library. The Demonstration Classes will be used to illustrate the methods advocated.

MATHEMATICS

Mathematics s. 54. Mathematics. Credit A. 2 points. Miss Munn.

8.00 A. M.

A review of general mathematics—arithmetic and algebra, specially planned for all grade teachers who desire to take a course in subject matter.

MUSIC

Education s. 116. Principles Underlying the Teaching of Music in the Elementary School. Credit A. 2 points. Miss Gorsuch.

10.00 A. M.

This course presupposes a fair knowledge of keys, rhythms and a minimum ability to read music at sight. This course deals with presentation of rote songs, technical facts, and songs read at sight, in unison with and in two parts.

Music s. 55. Elements of Music. Credit A. 2 points. Miss Gorsuch.

1.00 P. M.

This course is planned for those having little or no knowledge of music. It is a subject-matter course and although not dealing with methods of teaching music in the elementary school, many songs are learned that may be used in the class room.

Music s. 56. Voice and Piano. Miss Schroeder.

This course is given for those students who wish to continue their education through private vocal or piano lessons. Fee \$15.00 for ten lessons including use of the piano; hours to be arranged with the instructor.

PENMANSHIP

Ed. s. 3. Principles Underlying the Teaching of Penmanship.
Credit B. 1 point. Miss Shaw.

SECTION I— 8.00 A. M.

SECTION II—10.00 A. M.

SECTION III— 1.00 P. M.

This course is for teachers who wish to improve their own handwriting and to become familiar with the technique involved and classroom procedure for teaching the Practice Tests in Handwriting.

Some time will be devoted to acquainting teachers with the theory and principles underlying the method. The course will include discussions concerning philosophy, psychology of handwriting, diagnostic and remedial work, and means of determining progress made by pupils.

The principles of the course can be adapted to any system of penmanship. This course will be given in three sections. *There will be a small laboratory fee.*

PHYSICAL EDUCATION AND RECREATION

Ed. s. 4. Physical Education and Recreation. Credit B. 1 point.
Dr. Burdick and Miss Flinn.

SECTION I— 9.00 A. M.

SECTION II—10.00 A. M.

The relation between general education and physical education including play, athletics, and medical inspection, practical instruction in games for younger and older children. This course is given in two sections.

RURAL EDUCATION

Ed. s. 117. Rural Life Course. Credit A. 2 points. ~~Mr. Unger~~ *Mr. Hulse*

SECTION I—8.00 A. M.

SECTION II—9.00 A. M.

This course will bring into relief the rural problems and suggestions for their solution; the sociology of country life; the findings of the Country Life Commission; the constructive economic forces in farm life; the coming of the real country community; the rural school and the country teacher's problems; the new curriculum; daily programs; school incentives, and discipline; classification and progress of children; the community survey; and a consideration of the importance of the school lunch, physical training, and play in rural school administration.

SCIENCE IN ELEMENTARY SCHOOL

Education s. 119. Science in the Elementary School. Credit A.
2 points. Miss Dowell.

8.00 A. M.

Through this course the students are given in the classroom and in field study a general acquaintance with common objects and processes that directly affect human life and interests. The course aims primarily to develop the technique of science instruction in the elementary school and to show the use of physical and biological sciences in the teaching of other elementary subjects, such as geography, industrial arts, hygiene.

SCHEDULES OF CLASSES

(Subject to change)

Period I. 8.00—8.50	{	Ed. s. 117	Section I. Rural Life Course, Mr. Unger.
		Ed. s. 104	Socializing the Elementary School Curriculum, Miss Sweeney.
		Ed. s. 3	Section I. Penmanship, Miss Shaw.
		Ed. s. 115	Industrial Arts in the Grammar Grades, Miss Woolsey.
		Ed. s. 119	Science in the Elementary School, Miss Dowell.
Period II. 9.00—9.50	{	Math. s. 54	Review of Mathematics, Miss Munn.
		Ed. s. 105	Section I. Psychology of the Elementary School Subjects, Miss Birdsong.
		Ed. s. 4	Section I. Physical Education, Dr. Burdick and Miss Flinn.
		Ed. s. 118	Section II. Rural Life Course, Mr. Unger.
		Ed. s. 103	Section I. Methods in the Primary Grades, Miss Sweeney.
		Ed. s. 2	Library Methods in the Elementary School, Miss Osborn and Miss Batchelder.
		Eng. s. 50	Section I. Composition and Grammar, Miss Munn.
Period III. 10.00—10.50	{	Ed. s. 112	Health Education in the Elementary School, Miss Dowell.
		Ed. s. 3	Section II. Penmanship, Miss Shaw.
		Ed. s. 4	Section II. Physical Education, Dr. Burdick and Miss Flinn.
		Geog. s. 51	Principles of Geography, Mr. Walther.
		Ed. s. 106	Mental and Educational Measurements in Primary Grades, Miss Birdsong.
		Ed. s. 108	Teaching Arithmetic in the Grammar Grades, Miss Healy.
		Ed. s. 111	Teaching History in the Elementary School, Miss Van Bibber.
Period IV. 11.00—11.50	{	Ed. s. 116	Music in the Elementary School, Miss Gorsuch.
		Ed. s. 1	Demonstration School, Miss Tall, Mrs. McCord, Miss Hill (First two weeks).
		Ed. s. 103	Section II. Methods in the Primary Grades, Miss Sweeney.
		Ed. s. 101	Section I. Educational Psychology, Mr. Dunkle.
		Ed. s. 107	Section I. Teaching Reading in the Grammar Grades, Miss Healy.
		Eng. s. 50	Section II. Composition and Grammar, Miss Munn.
Period V. 1.00—1.50	{	Ed. s. 105	Section II. Psychology of the Elementary School Subjects, Miss Birdsong.
		Music s. 55	Elements of Music, Miss Gorsuch.
		Ed. s. 3	Section III. Penmanship, Miss Shaw.
		Hist. s. 53	American History Since 1789, Miss VanBibber.
		Ed. s. 114	Section I. Industrial Arts in the Primary Grades, Miss Woolsey.
Period VI. 2.00—2.50	{	Ed. s. 102	Educational Tests and Measurements, Mr. Dunkle.
		Ed. s. 113	School and Personal Hygiene, Miss Dowell.
		Ed. s. 109	Introductory School Geography, Mr. Walther.
		Ed. s. 110	Intermediate School Geography, Mr. Walther.
		Hist. s. 52	Modern European History, Miss VanBibber.
		Ed. s. 107	Section II. Teaching Reading in the Grammar Grades, Miss Healy.
	{	Ed. s. 101	Section II. Educational Psychology, Mr. Dunkle.
		Ed. s. 114	Section II. Industrial Arts in the Primary Grades, Miss Woolsey.

RECESS—12.00 M. TO 1.00 P. M.

Period V. 1.00—1.50	{	Ed. s. 113	School and Personal Hygiene, Miss Dowell.
		Ed. s. 109	Introductory School Geography, Mr. Walther.
		Ed. s. 110	Intermediate School Geography, Mr. Walther.
		Hist. s. 52	Modern European History, Miss VanBibber.
		Ed. s. 107	Section II. Teaching Reading in the Grammar Grades, Miss Healy.
Period VI. 2.00—2.50	{	Ed. s. 101	Section II. Educational Psychology, Mr. Dunkle.
		Ed. s. 114	Section II. Industrial Arts in the Primary Grades, Miss Woolsey.

GETTING TO TOWSON

The Maryland State Normal School is located at Towson, the county seat of Baltimore County, a short distance north of Baltimore City, on the York Road, along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line or street cars transferring to the Towson car, whose route eastward and northward to Towson is along Lombard street to Paca street, to Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to York road, to the Normal School grounds.

From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car ; ride north ; transfer at York Road and Gorsuch avenue to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk from the Normal School.

Students' baggage can be handled through the school office, by special arrangement with a local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.



The
MARYLAND
STATE NORMAL SCHOOL
AT
TOWSON

Announcement

1923-1924

CALENDAR FOR 1923-1924

Registration and Organization of Classes for First Term,

Tuesday Afternoon, September 11, and Wednesday, September 12

Dormitories and Towson Homes opened for Boarding Students,

Tuesday Afternoon, September 11

Regular Schedule Begins.....Thursday, September 13

Elementary School opens for Registration.....Monday, September 10

Elementary School, Regular Schedule.....Tuesday, September 11

Saturday Session.....Saturday, September 15

Saturday Session.....Saturday, November 3

Thanksgiving Holidays,

Wednesday Noon, November 28, to Sunday, December 2, Inclusive

Regular Schedule Followed.....Monday, December 3

First Term Ends.....Friday, December 7

Second Term Begins.....Monday, December 10

Carol Singing.....Thursday Evening, December 20

Christmas Vacation,

Friday Noon, December 21, to Tuesday, January 2, inclusive

Regular Schedule Followed.....Wednesday, January 3

Saturday Session.....Saturday, January 5

Founders' Day.....Tuesday, January 15

Saturday Session.....Saturday, February 2

Washington's Birthday (Celebrated at school).....Friday, February 22

Second Term Ends.....Friday, March 7

Third Term Begins.....Monday, March 10

Easter Vacation, Wednesday Noon, April 16, to Tuesday, April 22, inclusive

Regular Schedule Followed.....Wednesday, April 23

Saturday Session.....Saturday, April 26

Senior Schedule Ends.....Wednesday, June 4

Third Term Ends.....Friday, June 6

Commencement Week:

Volley Ball State Meet (Visiting High School Teams)

Thursday, June 5, to Saturday, June 7

Alumni Day and Dinner.....Saturday, June 7

Baccalaureate Sermon.....Sunday, June 8

Class Day.....Monday, June 9

Commencement.....Tuesday, June 10, 11 A.M.

Summer Session.....Dates to be Announced

STATE BOARD OF EDUCATION, AND TRUSTEES
OF THE
MARYLAND STATE NORMAL SCHOOL AT TOWSON
1923-1924

DR. HENRY M. FITZHUGH, *President*
Westminister

ALBERT S. COOK, A. M.
State Superintendent and Secretary
Towson

DR. J. M. T. FINNEY
Baltimore

THOMAS CHAMBERS
Federalsburg

MARY RISTEAU
Jarrettsville

STUART S. JANNEY
Baltimore

EDGAR MACMASTER
Snow Hill

THE TOWSON NORMAL SCHOOL COMMITTEE

DR. HENRY M. FITZHUGH, *President*

ALBERT S. COOK, *State Superintendent*

DR. J. M. T. FINNEY

MARY RISTEAU

LIDA LEE TALL, *Principal*

FACULTY

1923-24

LIDA LEE TALL, B. S.	Principal
MARGARET GILBERT	Secretary to the Principal
EUGENE BISHOP, Ph. D.	History and Principles of Education
ALLAN HULSIZER, A. M.	
Rural Life Course—Director of Practice in Rural Schools	
NELLIE W. BIRDSONG, A. M.	Educational Measurements, Psychology
ALICE MUNN, B. S.	English
ELSIE TIMBERLAKE, A. M.	English
HELEN C. STAPLETON, A. B.	English
LENA C. VANBIBBER, A. M.	History
LULA M. RICHARDSON, A. B.	History
E. CURT WALTHER, A. M.	Geography
MARY H. SCARBOROUGH, A. B.	Mathematics—School Management
ELEANOR V. ORCUTT, A. B.	Mathematics
ANITA S. DOWELL, A. M.	Science
MINNIE V. MEDWEDEFF, A. B.	Science and Geography
VERA GREENLAW, B. S.	Industrial Arts
GERTRUDE WOOLSEY	Industrial Arts
FLORENCE A. SNYDER	Fine Arts
DOROTHY BURDICK, M. D.	Hygiene
MARION I. COOK (Diploma, Wellesley College)	Physical Education
ETHEL E. SAMMIS (Diploma, Y. W. C. A., New York)	Physical Education
EDNA E. MCEACHERN, A. M.	Music
PAUL SCHOENFELDER	Assistant in Music
LOUISE SHROEDER (Diploma, Peabody Conservatory)	Assistant in Music
RUTH SPICER (Diploma, Peabody Conservatory)	Assistant in Music
EDITH POTTS	
Part time teacher—lent by Detroit (Mich.) Public Schools	
W. PERRY BRADLEY	Scout Leadership Course for Men
MARY L. OSBORN	Librarian
GERTRUDE HOLT	Assistant Librarian

The Elementary School

(The Laboratory for Professional Work)

VIRGINIA STONE, B. S.	Principal
MARTHA SIBLEY	First Grade
RUTH HILHOUSE, B. S.	Second Grade
RUTH E. BUCKLEY	Third Grade
SADIE FITZGERALD, A. M.	Fourth Grade
MYRTLE ECKHARDT	Fifth Grade
CLARA K. MCCORD, A. B.	Sixth Grade
LETITIA FARRELL	Seventh Grade

Baltimore County Training Teachers

MARY L. HIPSLEY, Principal (One Room Rural)	Ridge
OLIVE B. MOORE, Principal (Two Room Rural)	Lutherville
MARGARET K. CANOVAN (First, Second, Third Grades)	Lutherville
KATHERINE V. LOGAN, Principal (Two Room Rural)	Timonium
MARGARET T. FEENEY, Principal (Two Room Rural)	Riderwood
HELEN S. GALLOWAY (First, Second, Third Grades)	Riderwood
MARY GROGAN (First Grade)	Fullerton
RUTH GUYTON HOPKINS (Sixth Grade)	Fullerton

Extra Curricula Activities

Girl Scouts	Leader, Anita Dowell
Boy Scouts	Leader, W. Perry Bradley
Camp Fire Girls	Leader, Gertrude Woolsey

Cooperative Clubs

(Faculty and Students)

Student Council	Glee Club
Athletic Association (Entire School)	School Orchestra
Literary Societies (The Normal and The Pestalozzi)	Psychology Club
Assembly Committee	Craft Club
History Club	Y. W. C. A.

Dormitory

RUTH C. SPERRY, B. S.	Dormitory Director
VIOLET DINGLE	Assistant Dormitory Director
MINNIE WANDELL A. M.	Dietitian
DR. DOROTHY BURDICK	Resident Physician
JENNIE RILEY	Nurse

Office

GERTURDE CARLEY	Registrar
DAISY C. FOX	Assistant to the Registrar
MARGARET GILBERT	Secretary to the Principal
E. EURITH ROSE	Stenographer

CLASS SONG FOR "1924"

1. Rising in a state on a hill at the crest,
Stands our dear Alma Mater, the School we love best.
May we in our efforts forever more
Prove loyal to it and to dear "Twenty-Four."

Chorus

Then up with our banner so bright and so gay,
May it never be dimmed or in hearts lose its sway.
Thy praises we'll sing, thy colors adore
And for Normal we'll strive, and for dear "Twenty-Four."

2. In all of our work where-e're we may be
Our praises we'll sing, "Twenty-Four," to thee;
May thy light like a fire which burns from within
Be a guide to our path-way and never grow dim.

Words by { Charlotte Helm, 1924
 { Esther McDowell, 1924

Music by { Ruth Grafton, 1923
 { Owen Thomas, 1924

FOREWORD

WHO SHOULD ELECT TEACHING AS A PROFESSION

The selection of a life career should be made after careful consideration of all the factors involved. In order to do this intelligently for the teaching profession, it is necessary to consider the following factors: (1) The status of teaching in Maryland; (2) The personal qualifications of candidates; (3) The opportunities in the profession.

STATUS OF THE PROFESSION IN MARYLAND

In Maryland there are about 3,075 teachers in the elementary grades. About one-fifth of these are teaching on third-grade certificates; about two-fifths, on second grade certificates; and two-fifths, on first-grade certificates. The educational objective in a forward looking and progressive state is to place "a trained teacher in every class room" in the schools of the State. Therefore, to do their duty by the people of Maryland the Normal Schools in this State should have in attendance at least one thousand students, so that five hundred trained teachers can be counted upon yearly to take the places of the five hundred teachers who leave the field each year.

PERSONAL QUALIFICATIONS

The high school graduates who elect the teaching profession as their chosen field should be those who have considered all the professional fields; medicine, law, engineering, institutional management, education, etc.,—and after due study of their own aptitudes for these callings have decided that the field of education holds for them the greatest possibilities for personal growth, talent, and success. Such young men and women will be real students; will love children and be as interested in developing a child's possibilities as a student of medicine is in studying disease or surgery in its remedial and preventive phases; will possess characteristics of leadership; will have humor; and will be, above all else, straightforward and trustworthy.

To this type of high school student the normal schools of the country extend a welcoming hand.

OPPORTUNITIES IN THE PROFESSION

The profession needs leaders, and for these there are always positions open. Professor E. L. Thorndike says that if education could claim five hundred such leaders as medicine has in men like our own Dr. John M. T. Finney and Dr. William Welch of the Johns Hopkins Medical School, and Dr. Simon Flexner of the Rockefeller Institute, education would indeed be looked upon with the respect it deserves among the group of professions. Our slogan is "A trained teacher in every classroom in the schools of the country." When this is accomplished other results will follow, and the greatest objective a democracy can have will have been reached—*the stamping out of illiteracy and the giving of an equal opportunity to every boy and girl in the United States.*

OPPORTUNITIES WITHIN THE STATE

The new State law for 1922 raises the minimum beginning salary for elementary school teachers from \$800 to \$950 for a normal school graduate or a teacher with a first-grade certificate. The counties vary in the minimum for beginning teachers from \$950 to \$1,200. Positions at the top are open for gifted and experienced teachers, as principals, as helping teachers, as supervisors, and as county superintendents.

The Towson Normal School graduates of June, 1922, have been located as follows: about 24 per cent are in rural schools of the one-teacher type; about 25 per cent, in two-room rural schools; and about 51 per cent, in graded schools with three or more teachers. Of the graduates receiving diplomas in June, all were placed in positions by September first, and those completing the required work at the end of the Summer Session were all engaged by September the fifteenth.

GENERAL INFORMATION

HISTORY

THE Maryland State Normal School, the oldest and the leading institution in the State of Maryland for the training of elementary school teachers, was created by the Legislature of 1865, and opened on January 15, 1866. It was for a long time Maryland's only institution exclusively devoted to the preparation of teachers for public schools. The old Normal School building, which housed the school on Lafayette Square, in Baltimore, from 1876 until 1915, is gratefully remembered by hundreds of Maryland teachers, and it still stands as one of the most interesting landmarks in the history of public education in Maryland.

LOCATION AT TOWSON

In the autumn of 1915 the school was moved into splendid new quarters just south of Towson, in Baltimore county. where, under the supervision of the Maryland State Normal School Building Commission, the State made an educational investment of more than \$840,000. This location is ideal. The grounds, over 88 acres in extent, comprise beautiful lawns, athletic fields, woodlands, residence halls, and truck gardens contributing to the support of the residence halls. There is abundant opportunity for healthful outdoor recreation, for connecting up school instruction with field study of the real things in nature, and for gaining practical knowledge and experience from the various regular activities and extra-school activities of the institution.

Though entirely removed from Baltimore, the school is near enough to Maryland's great city to permit of trolley trips to Baltimore for visits to the art galleries, for attendance upon concerts and lectures, and for other cultural purposes. From time to time, also, on Saturdays and holidays, students can con-

veniently meet their parents for a day together in Baltimore. Moreover, the mail, express and other conveniences of Towson are immediately at hand; and the schools of Towson, Baltimore, Lutherville, Timonium, Riderwood, Fullerton, Ridge and other nearby places afford the students opportunities to visit typical urban, suburban and rural schools, and to practice their teaching under actual conditions.

BUILDINGS

The main buildings are the Administration Building, Newell Hall, the Men's Barracks and the Power House.

ADMINISTRATION BUILDING

The Administration Building contains the executive offices, reception rooms, Alumni parlors, the auditorium, lecture rooms, class rooms, laboratories, the library and the domestic science department, including the cafeteria and dining room for the accommodation of day students. In this building also is located the Elementary School that serves as the laboratory school for observation and practice work, being a regular seven-grade Baltimore County school for children living in the Towson district immediately surrounding the school, and for children from Baltimore City in the proximity of the school.

THE LIBRARY

The main floor of the north wing of the Administration Building is devoted to library purposes. The Reading Room contains about 7,000 volumes used for reference and reading through the day and circulated for overnight use. The reference collection of standard encyclopaedias, is also housed in the room, and the selected group of current periodicals will be found here. The library is arranged by the open shelf system, and the books classified by the Dewey decimal system of classification.

The Annex to the main library is a second large room with additional chairs and reading tables for about fifty students. Here will be found the closed steel stacks, where are kept the text book collection, files of periodicals, and pamphlets. So far

as possible, the text books needed are furnished to students from this collection; but in several courses the reference reading is done in groups or by committees.

In order to train students in the practical use of the library, five lessons are given to each entering student. These lessons cover briefly—the rules of the library and the reasons for such rules; the printed parts of a book and use of each; the physical care of books; the classification and arrangement of books in the library; the use of the card catalogue; and chief reference books. Practice in the use of the library is assured by assignments from all departments covering required work, supplementary readings, and the use of periodicals and indexes.

By arrangement with the elementary school, library reading or story-telling periods are conducted for each grade. Students have the privilege of observation, and occasional participation in these story-telling groups.

LIVING ACCOMMODATIONS

Newell Hall, the main dormitory, is constructed on a plan affording room and bath facilities quite superior to those ordinarily found in even the best of the private boarding schools and colleges.. The unit of the plan, fully carried out on the first two floors, is a pair of rooms with commodious bath between them. Rooms accommodate two, three, or four students. The third floor has the common dormitory arrangement of group baths at the two ends of the corridor. Newell Hall will house two hundred and eighty students.

A suite of five rooms, four for the women students and one for the men, at the extreme southeast end of the corridor of the building, where there is much privacy and sunlight, is set aside each year for infirmary purposes, and here, any student taken sick can be kept isolated, if necessary, from all other students. There is a special diet-kitchen for the infirmary service; and there are a full-time physician and a trained nurse in residence.

In September, 1921, several large rooms in the Administration Building were divided into cubicles, each of which is furnished to provide sleeping accommodations for two students;

and now seventy boarding students are comfortably housed here. When the several new dormitory units to be presented as a part of the building program to the Legislature of 1924 are granted by that Assmely, the cubicles will be abandoned and the rooms converted again into class rooms.

The Power House is the center of the lighting, heating, water, gas, electric and refrigerating service, supplied by a tunnel system to all parts of the buildings and grounds. In it is located the laundry and the gymnasium. In September, 1921, the gymnasium was transformed into a Barracks for the men students and will continue to be used for this purpose until a men's dormitory shall be built.

There are, then, three residence halls: Newell Hall and Administration Hall for women, and The Barracks for men. The appropriation of \$150,000 granted by the General Assembly of 1922 will be used to add another dormitory unit, which will house the one hundred students now living in private residences in the town of Towson.

OUT-OF-DORMITORY ACCOMMODATIONS

By September, 1922, the enrollment had increased to such proportions that the limit of dormitory capacity, which accommodates three hundred and eighty-five resident students, had been reached. An appeal was made to the citizens in the town, and as a result ninety students were placed in most comfortable boarding homes. This is done in all college towns where enrollment exceeds dormitory capacity. A list of available rooms will be furnished upon request, and such boarding students will assume responsibility for renting and paying for rooms during the thirty-six weeks of school. These students, living in the Towson homes, are excused from paying the \$100 for board. They will use that amount for their room rent, which may cost a trifle more than \$100 for the thirty-six weeks, or a trifle less.

SUPERVISION OF RESIDENT STUDENTS

The regular hours of the school day are from 8.30 A. M. to 3.30 P. M.; and day students, upon completing, each day, any assignment they may have after 3.30 o'clock, are free to leave

for their homes, and the school is held for no further responsibility toward them. Over the resident students, however, the instructors, the officers of the dormitories, and the hostesses in the Towson boarding homes exercise the customary residence hall supervision and guidance, so that parents may feel assured that their daughters and sons are in the hands of careful, responsible and experienced institutional directors. To this end the hours of the day outside of school hours are systematically arranged in a program of recreation and study or other appropriate duties, efforts being made to have every student interested to a proper extent in recreation and social activities as the needful supplement to study and recitation. Social functions, such as class entertainments, teas, receptions and dances, are planned under faculty chaperonage as a valuable means of promoting the education of the students in the social graces, an element in the future teacher's equipment.

Because these social and recreative activities among students themselves, added to the serious program of studies assigned each class, are considered sufficient to occupy the whole time of everyone in the dormitories, *visits of outside persons, though not entirely forbidden, are not encouraged.* Visitors are, however, received on Friday evenings and Sunday afternoons; but students must register their visitors, so that, whenever it seems desirable, parents may be informed of the guests their sons and daughters are entertaining.

A printed form concerning week-end privileges is filled out by the parents. Parents are earnestly requested not to ask for week-end home privileges for their sons and daughters oftener than twice a month. The Dormitory Director really recommends that a homecoming be allowed only once a month.

Attention to the religious interest of the students is given in the form of regular chapel exercises in the school and Sunday vesper services in the dormitory. Cordial co-operation is sought between the school and the ministers of the various churches in Towson and Baltimore, so as to encourage the boarding students to attend regularly the church and Sunday

School services of their family connection. A weekly Bible class is also conducted in the dormitory under the leadership of one of the Towson ministers.

There is an active Y. W. C. A. organization among the students.

The dormitory is managed partly through a student government organization which is an interesting development of the last two years.

COST AND DORMITORY REQUIREMENTS

To encourage capable and ambitious young women and men to enter the profession of teaching and devote some years, if not a lifetime, to service in the public schools, the State offers all the advantages of the splendid Towson plant *free of any tuition fee*. All students who enter are now classed as scholarship students, since any worthy Maryland student, duly certified as prepared to undertake Normal School work, can obtain admission to the school simply by agreeing to the obligation to teach in the public schools of Maryland for at least two years after graduation.

Dormitory students admitted to rooms in the residence halls are given room, board and laundry and personal care at the rate of only \$2.78 per week. This charge for the scholastic year of 36 weeks amounts to \$100, payable in two equal installments in advance, \$50 on the opening day in September and \$50 on February 1. In addition to this, three fees, to be paid every year, are required: a \$5 registration fee, a \$5 laboratory fee and a \$5 health fee. The \$5 health fee is really a health insurance expedient; for by this fee the health of the student will be carefully safeguarded. A physician and a trained nurse are regularly employed as full-time members of the staff, and doctor's bills for petty ailments are met out of this fund. If, however, a student is ill enough to be sent to a hospital, the school will not assume responsibility for such expenses.

PERSONAL EXPENSES

There are of course other expenses incident to college life: Class dues, Athletic Association dues, Literary Society dues, etc. A regular allowance should be provided by the parents for these and other personal needs.

WHAT TO BRING WITH YOU

Every student must furnish for personal use: towels, toilet soaps, bureau scarfs, six yards of heavy unbleached muslin to be made into a protecting case for the mattress, one pair of extra blankets (the School provides one pair of blankets), two laundry bags, two tumblers, two spoons, and a gymnasium suit. It is recommended that Juniors bring with them their High School gym suit and wait to purchase a new one until they arrive at the school. The Athletic Association is making an investigation of the best standardized gymnasium suits for both women and men.

Woven laundry markers specially numbered must be attached to all articles sent to the laundry, and for these markers, which must be purchased at the School, a charge of 50 cents is needed. A breakage or property deposit of \$5 is required of all students. This will be refunded at the close of the two-year course if the student has not broken or destroyed any of the dormitory furniture or furnishings.

SPECIAL MUSIC INSTRUCTION

Individual music instruction, if desired, can be arranged for at the School. For this instruction there is a fee of \$25 each semester, with the addition of \$1 per month for the use of a piano for practice one hour a day.

DAY STUDENTS

Day students will pay only the three fees: registration, laboratory, and health. They will deposit the breakage fee, which will be refunded at the end of their two-years' stay, as in the case of the boarding students, if no damages are charged to the student.

Day students can obtain wholesome hot lunches in the School cafeteria at a very low charge.

SUMMARY OF FEES

Registration Fee (required of all students)	\$5.00 per year
Laboratory Fee (required of all students)	5.00 per year
Health Fee (required of all students)	5.00 per year
Property-damage deposit (<i>to be refunded at close of Senior Year if no breakage is charged to the student</i>) per two years	5.00
Laundry Markers50 per year
Piano or Vocational Instruction (optional)	50.00 per year
Practice Fee for Use of Piano	10.00 per year
Board in the Dormitories	100.00 per year
Rooms in Towson (Students rooming in the town are excused from paying the \$100.00 fee for board. Room rent is to be arranged for and paid by the student; table board and laundry will be furnished at the school free of charge).	

ADMISSION AND CLASSIFICATION

Two classes are now in operation: the Junior Class and the Senior Class.

In September, 1918, there was introduced a thorough reorganization of the school, including a radical revision of the two-year professional curriculum, the Standard Normal Course. In connection with this reorganization the Academic Department, for students below high school graduation, was reduced in scope by dropping the "first year" class, the lower of the two sub-professional years formerly offered. This left only one Academic Class, the former "second year" class, which corresponded in grade to the fourth year of an accredited county high school. In September, 1921, this class was dropped and no more admissions from second and third group high schools were honored. Therefore, a new note in the history of the school was reached; and September, 1921, will stand out as the year when the school accepted only graduates from an approved four-year high school course. Two years of college credit are granted the course by some of the leading Universities and Teachers Colleges. The two-year course here thus leads on to the B. S. degree in education, yet the cost is considerably less when the first two years are completed at this Normal School.

The Junior Class.—Graduation from an approved four-year high school is required for admission to the Junior Class.

The Senior Class.—This class made up of: (1) Students regularly promoted from the Junior Class, and (2) advanced students from other Normal Schools, teachers of experience, or college graduates, admitted directly to Senior rank upon evidence that they have secured elsewhere the equivalent of the Junior work.

STATE TEACHERS' CERTIFICATES

Upon receiving the diploma of graduation from the two-year curriculum of the Maryland State Normal School, the graduate is immediately awarded the State elementary school teacher's certificate of the first grade. This certificate is valid for service in any school in the State for three years, and it is renewable upon evidence of successful experience and professional spirit.

THE CURRICULUM OFFERED

The dominant aim of the Maryland State Normal School is the preparation of teachers for the elementary schools of the public school system. To this end the following principles indicate the general plan upon which the course of study is based:

1. The definite field of work of this school is the training of teachers for the elementary schools. To graduate as a teacher for the elementary schools connotes a high professional and academic outlook as well as ability for social and civic leadership.

2. Courses are so planned as to make a definite contribution to the training of teachers in a way that will lead on to recognition for college credit in the leading Teachers Colleges of the country.

3. The objective of all the courses is participation in the actual work of teaching.

4. The course provides for differentiated curricula leading to specialization in grade positions. These differentiated courses follow phases of participation throughout the Junior year.

5. There are four types of courses: First, informational courses which aim to make students intelligent toward their environment. In these courses, though the emphasis is placed upon subject-matter, the application to the practical work of teaching is never neglected. Second, there are courses in which emphasis is laid upon the principles underlying the teaching of special subjects, and in these rich and varied subject-matter is also used. Third, there are courses in the general field of education. Fourth, there is practice teaching, which is the laboratory work of the student-teacher.

The Two-Year Normal Curricula are differentiated into three courses all leading to the regular diploma of graduation from the Maryland State Normal School at Towson, which secures the State elementary school teacher's certificate of the first grade. An essential feature of each curriculum is the division of the school year into three terms, the first or Autumn term, the second or Winter term, and the third or Spring term; and the organization of the work so that one-third of the Senior Class each term will be assigned to intensive practice-teaching for a term of twelve weeks. The three courses offered are:

The Rural School Curriculum

The Curriculum for the Primary Grades

The Curriculum for the Intermediate Grades

Subjects offered during the two years are as follows:

The Rural, Primary Grade and Intermediate Grade Courses

JUNIOR YEAR

(The three Curricula are alike in the Junior Year)

	Clock Hours FALL	Clock Hours WINTER	Clock Hours SPRING
Introduction to Teaching.....	2	--	--
English.....	3	--	--
Personal Hygiene.....	--	3	--
History, European.....	3	2	--
Art.....	--	2	--
Music.....	2	3	--
Physical Education and Games.....	2	--	2
Educational Psychology.....	--	3	3
English Composition.....	--	3	--
Mathematics.....	3	--	--
Introductory Geography.....	--	--	3
Industrial Arts.....	--	4	--
Home Economics (women).....	3	--	--
Boy Scout Leadership (for men).....	3	--	--
Principles underlying the Teaching of Read- ing and Phonics.....	--	--	--
Principles underlying the Teaching of Arithmetic.....	--	--	3
Handwriting.....	--	--	2
Observation and Participation.....	--	--	1
Biology.....	--	--	4

The Rural Course

SENIOR YEAR

	Clock Hours FALL	Clock Hours WINTER	Clock Hours SPRING
Student Teaching and Conferences.....	18	--	--
School Organization and Management.....	3	--	--
Educational Measurements.....	2	--	--
English (Juvenile and Modern Literature).....	--	3	3
Principles underlying the Teaching of Amer- ican History, and Civics.....	--	3	3
Geography.....	--	3	3
Music.....	--	3	--
Industrial Arts.....	--	4	--
Physical Education.....	--	2	--
Home Economics (women).....	--	--	2
Boy Scout Leadership (for men).....	--	--	2
History and Principles of Education.....	--	--	3
Rural Life Course.....	--	3	--
Health and Hygiene.....	--	--	3
Elective.....	--	--	3

The Primary Grade Course

SENIOR YEAR

	Clock Hours FALL	Clock Hours WINTER	Clock Hours SPRING
Student Teaching and Conferences	18	--	--
Organization of Primary Work	3	--	--
Educational Measurements	2	--	--
Physical Education and Games	--	2	--
History and Principles of Education	--	3	--
Children's Literature, Story Telling	--	3	--
Home Economics (for women)	--	--	2
Boy Scout Leadership (for men)	--	2	--
Industrial Arts	--	4	--
School Organization and Management	--	--	3
Rural Life Course	--	--	3
School and Community Hygiene	--	--	3
Music	--	3	--
The Teaching of American History and Civics	--	3	--
Elective	--	--	3
Elementary Science	--	--	3

The Intermediate Course

SENIOR YEAR

	Clock Hours FALL	Clock Hours WINTER	Clock Hours SPRING
Student Teaching and Conferences	18	--	--
School Organization and Management	3	--	--
Educational Measurements	2	--	--
English	--	--	3
Teaching of American History and Civics ..	--	3	3
Geography	--	3	3
Music	--	3	--
Industrial Arts	--	4	--
Physical Education	--	2	--
History and Principles of Education	--	--	3
Rural Life Course	--	3	--
Health and Hygiene	--	--	3
Home Economics (for women)	--	--	2
Boy Scout Leadership (for men)	--	--	2
Elective	--	--	3

PRACTICE TEACHING

The practice teaching at the Normal School is offered in three types of specialization. The three types are:

- a. Primary grade activities.
- b. Upper or intermediate grade work.
- c. Rural education.

All student-teachers will have a maximum of their work in practice teaching either in the seven grade rooms in the elementary school department at the Normal with experience in all seven grades, or in the urban, suburban or one and two-room rural schools in Baltimore county. Every effort will be made to help a student choose wisely. Two factors or influences will work together in this choice. They are: First, the student's own choice of work; second, the student's special aptitude.

We are glad to announce that through the co-operation of Mr. C. G. Cooper, Superintendent of the Baltimore County Schools, rural practice is being carried on in the one-room school at Ridge, the two-room schools at Timonium, Lutherville and Riderwood, and the graded school at Fullerton.

APPLICATIONS FOR ADMISSION

Blank applications for admission will be furnished upon request. Such blanks should be secured, filled out and sent to the school well in advance of the student's coming, so that the reply from the school can inform the student as to the enrollment granted and the dormitory reservation assigned. If, after a student has been given a room assignment in one of the residence halls, or in the Town of Towson circumstances arise to prevent the student from attending Normal, that fact should be immediately communicated to the school, so that the room reservation thus surrendered may be available for another student.

ADDITIONAL INFORMATION

Additional information and answers to particular questions that students or parents may wish to ask will be gladly furnished.

Address: Lida Lee Tall, Principal,
The Maryland State Normal School,
Towson, Maryland.

GETTING TO TOWSON

Students coming by railroad or boat from their homes to any one of the Baltimore stations or wharves will take the nearest street-car lines to transfer to the Towson trolley car, running from the center of the city out the York road directly to the school grounds. Towson can also be reached by the Maryland and Pennsylvania Railroad, and the station of this line in Towson is within easy walking distance of the school. Satchels and trunks will be handled for students *through the school office* by arrangement with the expressman, who attends to the baggage business of the school at a cheaper rate than students can individually secure in Baltimore.

Prospective students are cordially invited to visit the Normal School.



The Maryland State Normal School

At
Towson, Maryland

Bulletin

Summer School Number
1924



July 7 to August 13
1924

Maryland State Normal School

SUMMER SESSION

1924

STATE BOARD OF EDUCATION

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OFFICERS OF THE SUMMER SESSION

LIDA LEE TALL, *Principal, and Director*
GERTRUDE CARLEY, *Registrar*
MAY E. GLASS, *Secretary to the Principal*
DAISY C. FOX, *Assistant to the Registrar*
MARY OSBORN, *Librarian*
GERTRUDE HOLT, *Assistant Librarian*
EVELYN PEACOCK, *Assistant to the Librarians*
RUTH C. SPERRY, *Dormitory Director*
VIOLET DINGLE, *Assistant Dormitory Director*
MINNIE WANDELL, *Dietitian*
DR. DOROTHY BURDICK, *Physician*
JENNIE RILEY, *Nurse*

FACULTY

- LIDA LEE TALL, B. S., Principal and Director of the Summer Session
 ROSE MARIE BARRY, Certificate, Teachers' Course, Peabody Conservatory of Music
 Baltimore Teachers' Training School. Music
- MARION F. BATCHELDER, B. S.,
 Library Methods for Elementary Schools
 Maryland State Public Library Commission.
- NELLIE W. BIRDSOING, A. M. Education in Primary Grades
 Maryland State Normal School.
- EUGENE BISHOP, Ph. D.,
 Educational Psychology, Sociology, Tests and Measurements
 Maryland State Normal School.
- WILLIAM BURDICK, M. D. Physical Education
 Director, Maryland Public Athletic League.
- MORA CROSSMAN, Diploma, The Sergeant School of Education,
 Assistant, Maryland Public Athletic League. Physical Education
- ANITA S. DOWELL, A. M. Health Education and Elementary Science
 Maryland State Normal School.
- SADIE FITZGERALD, A. M. Demonstration School, Grammar Grades
 Maryland State Normal School.
- VERA GREENLAW, B. S. Industrial Arts
 Maryland State Normal School.
- KATHERINE L. HEALY, B. S. Education in Grammar Grades
 Grade Supervisor, Caroline County Schools.
- ALLAN HULSIZER, A. M. Rural Life Course
 Maryland State Normal School.
- A. M. ISANOGLIE, A. M. History
 Western Maryland College.
- FRANCIS LITZ, Ph. D. Literature
 Baltimore City College.
- RUTH PARKER One-Room Demonstration School
 Helping Teacher, Anne Arundel County.
- ALICE MUNN, B. S. English and Mathematics
 Maryland State Normal School.
- MARY OSBORNE Library Methods for Elementary Schools
- LOUISE SCHROEDER, Certificate, Teachers' Course, Peabody Conservatory of Music
 Maryland State Normal School. Voice and Instrumental Music
- LENA A. SHAW Penmanship
 Supervisor of Penmanship, Public Schools, Detroit, Michigan.
- MARTHA SIBLEY Demonstration School, Primary Grades
 Maryland State Normal School.
- E. CURT WALTHER, A. M. Geography
 Maryland State Normal School.
- H. B. WILSON, Ph. D., Visiting Lecturer Modern Methods in Teaching
 Superintendent of Schools, Berkeley, California.

CALENDAR

- July 7—Monday—8.30 A. M.—Registration begins.
 July 8—Tuesday—8.00 A. M.—Regular class work begins.
 July 12—Saturday—Extra session to help complete a 30-day session.
 July 26—Saturday—Extra session to help complete a 30-day session.
 Aug. 9—Saturday—Extra session to help complete a 30-day session.
 Aug. 13—Wednesday—Summer session ends.

GENERAL INFORMATION

The summer session of 1924 of the Maryland State Normal School at Towson will be conducted as a State Summer School, under the direction of the State Board of Education, during the six weeks from Monday, July 7, to Wednesday, August 13, inclusive. The principal purpose of this summer school is to furnish, at very low cost, six weeks of professional training to Maryland teachers already in service and to persons planning to become teachers in the public elementary schools of Maryland.

SPECIFIC AIMS

All courses satisfactorily completed will be credited by the State Superintendent of Schools to one of the following objects:

1. To meet the minimum legal requirements of professional preparation for teaching in the public schools of Maryland, viz: At least six weeks' attendance at a standard school of education.

2. To secure renewal of teachers' certificates, particularly those of the second and third grade, under the requirement of six weeks' additional professional training.

3. To count toward meeting the requirement for advancing the grade of teachers' certificates according to the by-laws of the State Board of Education. (See pamphlet, "Teachers' Certificates," issued in May, 1921, by State Department of Education.)

4. To continue one's education for the sake of the profession in general and for one's own personal satisfaction in maintaining a high standard and outlook.

As is indicated under *Courses of Instruction*, all the courses will have professional value for teachers, but some of them will have a distinctly academic character. To receive full credit for standard summer school attendance, a student must pursue three full courses, aggregating not less than *ninety hours of class work and concluded with an examination on each course*.

A TWO-ROOM DEMONSTRATION SCHOOL

A standard two-room elementary school will be in session in the rooms of the Normal Elementary School throughout the six weeks. Here approved classroom procedures will be demonstrated for the observation of groups of students. Such observation, followed by critique discussions, will constitute an essential part of the fundamental plans of several of the courses listed.

A ONE-ROOM DEMONSTRATION SCHOOL

A new offering this year will be found in a one-room school, organized with at least six grades. This feature has been suggested because about fifty per cent of the elementary school teachers of Maryland are located in one-and two-room schools.

The students who register for this course will have at least one hour of observation and two hours a week in discussion with the demonstration teacher.

The demonstration teacher is a well-trained expert in rural education and will plan for the three-hour school a progressive and forward-looking daily schedule.

THE ALUMNI GIFT TO THE SUMMER SESSION

A VISITING LECTURER

Through a gift of money the Alumni of the school has made possible a visiting lectureship for this summer. This is the first time the summer session has had the pleasure of making such an unusual offering to the teachers of the State.

It gives us pleasure to announce that Dr. H. B. Wilson, Superintendent of the schools of Berkeley, California, will lecture for us the week of July 7-12, inclusive. His discussions will center around the topic: "Modern Methods of Teaching." He will be given his choice of the regular classes for one hour a day in the morning and will meet all students of the summer session at 3 o'clock during the week.

Dr. Wilson is visiting five of the summer session schools on his way to the East. Among them are the University of Colorado, University of Nevada and University of New York.

NATIONAL EDUCATION ASSOCIATION

The Washington meeting, June 29-July 5. The teachers of Maryland have a rare opportunity this year to attend the National Education Association and come immediately from Washington full of the inspiration they may have received there, to the summer session at Towson.

ASSEMBLIES, ENTERTAINMENTS, EXCURSIONS

General assemblies of the whole student body will be held once or twice each week to afford opportunities for community singing, lectures, and art appreciation demonstrations. Every Friday evening some social, musical or literary entertainment will be held. Two Saturdays will be devoted to excursions of a recreational and educational character.

SUMMER SCHOOL ORCHESTRA

Any Summer Session student who plays an orchestral instrument is urged to bring the instrument to the summer school. The music instructor is anxious to develop both a glee club and an orchestra during the six weeks.

A TRAINING COURSE FOR PARENTS

The Normal School will co-operate this year with the State Federation of Parent-Teacher Associations, and with the help of its progressive president, Mrs. George V. Parkhurst, will arrange a one-week study course for parents. Members of our own summer session will assist in instructing the parents, and the week's conference will be given over to work along the lines that are being given prominence by the Parent-Teacher Associations. A special folder will be issued in June, outlining the week's work.

THE SCHOOL BOOK-SHOP

The Book-Shop will supply students with stationery, books, and other accessories for courses at reasonable prices.

RESIDENCE HALLS

Newell Hall, the main dormitory building of the Maryland State Normal School, will accommodate about 280 students, and during the summer will be used exclusively for women. A few of the rooms are furnished for two students, but the large rooms accommodate three and four students.

Administration Hall is a part of the main school building, which has been adapted for living quarters. It will accommodate 75 women. The Barracks is the gymnasium, which has been fitted up comfortably as a barracks for *men*. It can accommodate about 20 students.

All students desiring dormitory accommodations should make early application for reservations. Applications will be honored in the order in which they are received. Students will be placed, if possible, in rooms with roommates of their own selection, but all such applications should be filed when the deposit is made.

All possible assistance towards securing comfortable boarding homes in the vicinity of the school will be given any students who file applications too late to secure reservations in any of the residence halls. A list of boarding places in and around Towson and Govans will be mailed upon request. Out-of-dormitory students may, if they so desire, secure table board in Newell Hall at the rate of \$7.00 per week.

Applications: Applications for rooms in Newell Hall, Administration Hall and The Barracks should be addressed as promptly as possible to the school Secretary. Room assignments are made beginning April 1. Rooms will be reserved only upon receipt of a *three-dollar deposit*, payable to the Maryland State Normal School, Towson, Maryland, at the time of application. The deposit will be deducted from the full expense account, upon registration. Reservations are cancelled and the deposit forfeited, if rooms are not claimed in person or by notification before three o'clock July 7.

FEES AND EXPENSES

All expenses must be paid, to the Registrar, immediately upon entrance.

There will be no charge at all to Maryland teachers for instruction, but a small laboratory fee may be listed with some of the courses.

Students from other states will be admitted and will be charged \$6.00 per point for courses selected.

A \$5.00 registration fee is required of all students. An additional fee of \$2.00 will be required of late entrants.

The charge for the *entire six weeks* for room and board in the dormitory, including laundry, will be \$55.00 in advance.

All articles to go into the school laundry must be marked with uniform woven laundry markers supplied by the school at a cost of *fifty cents* for the set. Only plain articles and flat wash—ten pieces in all—will be allowed. Blouses and dresses, men's fine shirts and palm beach suits may be laundered at the school laundry but regular fixed laundry charges will be made for such conveniences.

Students rooming in Newell Hall, Administration Hall and The Barracks will need to bring with them for personal use, towels, toilet soap, bureau scarfs (if wanted), two laundry bags and two tumblers.

Students rooming outside the school, but desiring table board in Newell Hall, will be accommodated in the dining-room at a charge of \$7.00 a week, payable in one payment of \$42.00 in advance. Laundry for such students will be seventy-five (75c) extra per week.

REGISTRATION AND ADMISSION

The opening day of the summer school, Monday, July 7, will be given up to registration. The summer session faculty will be in attendance to meet the arriving students and advise them in the

selection of courses. Students may claim their rooms after 8:30 o'clock on Monday morning, and upon completion of registration. A light luncheon will be served at twelve-thirty for all who have arrived by that hour.

SUMMARY OF FEES

1. Registration fee (payable by every student at every summer session).....	\$5.00
2. Late registration fee (additional).....	2.00
3. Tuition (no fee asked for Maryland Teachers).....	_____
Tuition for students from other States \$6.00 per point	
4. Room, board and laundry for students in residence.....	55.00
5. Table board for students rooming in the town or city....	42.00
6. Laundry for students rooming in the town or city.....	.75
7. Laundry markers (to be purchased at the school).....	.50
8. Fee for use of students' laundry (optional).....	.25
9. Laboratory fees (see description of courses).....	_____

FURTHER INFORMATION

For further information and answers to any questions not met in the foregoing paragraphs, address:

LIDA LEE TALL, *Director*,
The Maryland State Normal School, Towson, Md.

COURSES OF INSTRUCTION

THE TWO-ROOM DEMONSTRATION SCHOOL

Education s. 1 Demonstration School, Credit B. 1 point.
Miss Tall, Mrs. Sibley, Miss Fitzgerald.

11.00 A. M. First two weeks. Miss Tall.

8.30 A. M. to 12.00 M. The school in session. Mrs. Sibley, Miss Fitzgerald.

A two-room elementary demonstration school of six grades will be in session daily for three hours: Room A, primary grades; Room B, advanced grades.

For the first two weeks of the summer session there will be a discussion of the principles underlying observation of classroom teaching. After this the students registered in the course will spend one hour a day in independent observation. The classroom teachers will conduct afternoon conferences, for which the hours will be posted. Two written reports will be required during the course.

THE ONE-ROOM DEMONSTRATION SCHOOL

Education s. 2. Credit B. 1 point. Mr. Hulsizer, Miss Parker.

10.00 A. M. First two weeks. Mr. Hulsizer.

8.30 A. M. to 12.00 M. The school in session. Miss Parker.

A one-room demonstration school of six grades will be in session daily for three hours. For the first two weeks of the session there will be discussion of the principles underlying observation of classroom teaching in the one-room school, and a daily program will be planned to show how one-room rural pupils may be graded according to abilities. After this the students registered in the course will spend one or two hours a day in independent observation. Miss Parker and Mr. Hulsizer will conduct afternoon conferences for which the hours will be posted. Two written reports will be required during the course.

EDUCATIONAL PSYCHOLOGY

Education s. 101. Educational Psychology. Credit A. 2 points.
Mr. Bishop.

11.00 A. M.

This course introduces the student to the principles of learning and to the teaching processes of the elementary school. It con-

siders the fundamental principles upon which rest modern conceptions of functional psychology, the laws of learning and proper applications in the field of professional education.

Education s. 102. Educational Tests and Measurements.
Credit A. 2 points. Mr. Bishop.

9.00 A. M.

The chief purposes of this course are: (1) to give the student a working knowledge of the best instruments for measuring the child's school progress and his performance level in the school subjects; (2) to discuss the methods of using the educational tests tabulating and interpreting the results; (3) to point out their significance in all phases of education. Special consideration will be given to the measurement of the following subjects: reading, writing, spelling, arithmetic and composition. *For this course there will be a small laboratory fee.*

Open to teachers of experience holding second-grade certificates, or to teachers of third-grade certification who have had Course Ed. s. 101 or its equivalent.

Education s. 103. Education and Social Change. Credit A. 2 points. Mr. Bishop.

1.00 P. M.

This is a course in educational sociology dealing with the growth of human tendencies and social institutions with special reference to the place of education in the social process. Largely a lecture course with educational and sociological readings.

ELEMENTARY SCHOOL METHODS

I—PRIMARY GRADES

Education s. 104. Principles Underlying the Teaching of Reading, Arithmetic, Language and Writing in the Primary Grades.
Credit A. 2 points. Miss Birdsong.

11.00 A. M.

This course is intended for elementary teachers of the first three grades who are interested in an intensive study of the problems of reading, English and arithmetic. It will show present tendencies in the teaching of these subjects and give the scientific basis for changes in past methods. Standardized tests for measuring ability in the above fields will be an important factor in the course. The course will be made immediately practical through demonstrations in the primary grades.

- Education s. 105. Social Aspects of the Primary Grades. Credit A. 2 points. Miss Birdsong.

8.00 A. M.

This course will discuss (1) the materials appropriate for educative purposes in the primary grades, and (2) the method of organizing the activities of children in these grades along lines conducive to educational growth. Significant projects that have been used by primary teachers will be discussed and evaluated.

Education s. 106. The Child's Mind and the Common School Subjects. Credit A. 2 points. Miss Birdsong.

10.00 A. M.

This course is intended mainly for primary grade teachers. It is based upon the psychological principles which underlie the child's method of learning and applies the simple laws of learning to the common school branches. The course will be made immediately practical through observations in the demonstration school.

II—GRAMMAR GRADE METHODS

Education s. 107. Principles Underlying the Teaching of Reading in the Grammar Grades. Credit A. 2 points. Miss Healy.

Section I—8.00 A. M.

Section II—9.00 A. M.

This course will deal with reading aims and reading methods in the upper elementary school. Special emphasis will be placed on (1) the teaching of silent reading; (2) the relation of silent reading to good habits of study; (3) the place of oral reading in the curriculum. Students will find "Types of Elementary Teaching and Learning," by S. C. Parker, very helpful for this course.

Education s. 108. Principles Underlying the Teaching of Arithmetic in the Grammar Grades. Credit A. 2 points. Miss Healy.

11.00 A. M.

This course will deal with (1) the mechanics of arithmetic; (2) problem solving; (3) lesson planning. Practical use may be made of one or two standardized tests.

Students will find "Types of Elementary Teaching and Learning," by C. S. Parker, very helpful for this course.

ENGLISH

English s. 50. English Composition and Grammar. Credit A.
2 points. Miss Munn.

Section I—9.00 A. M.

Section II—11.00 A. M.

A review of the principles of English composition; theme writing; the topic sentence; unity; original writing; and grammar in a practical study of usage. This course will be given in two sections.

GEOGRAPHY

Education s. 109. Introductory School Geography. Credit A.
2 points. Mr. Walther.

10.00 A. M.

This course includes an inventory of the values to be realized in the elementary curriculum through the subject of geography; a study of the opportunities for teaching incidental geography in other subjects and projects of the primary grades; and a review of the subject matter suitable for the third, fourth and fifth grades. The practical aspects of home geography, excursion geography, world geography, journey geography and "world-lore," are discussed, emphasis to be determined by the practical needs of the members of the class. The work includes lectures, discussions, excursions and suitable readings.

Education s. 110. Intermediate School Geography. Credit A.
2 points. Mr. Walther.

9.00 A. M.

A study of the principles controlling the selection and teaching of the subject matter of geography for the pupils of the grammar and junior high school grades. Considerable emphasis is placed upon the study habits and procedures as involved in the problem method and the special technique of the subject. The work will include a study of the United States, Latin America and Europe, from the regional, political and economic point of view. Lectures, discussions, collateral readings and map work.

Geography s. 51. Principles of Geography. Credit A. 2 points.
Mr. Walther.

1.00 P. M.

This course is designed to give an intelligent interpretation of the peoples of the earth, their culture and their civilizations. It involves a study of the salient geographic factors in the environment of man; the genesis and inter-action of these forces, and the nature of human responses to them. This course should be valu-

able to the teachers of all grades in giving cultural insight into the broader relationships of modern geography. Lectures, readings and discussions.

HISTORY

History s. 52. American History Since 1789. Credit A. 2 points.
Mr. A. M. Isanogle.

11.00 A. M.

A survey of the social, industrial and political development of the United States under the Constitution and in its world setting, pursued with a view to a better understanding of present-day institutions and problems. This course will use a syllabus, any good texts and a reference shelf.

History s. 53. Modern European History. Credit A. 2 points.
Mr. A. M. Isanogle.

1.00 P. M.

A rapid survey of Europe from 1815 to 1870, and a more detailed study of the period since 1870, with emphasis upon the roots of the Great War and problems of reconstruction. A syllabus, any good texts; readings; discussions and reports will be used.

Education s. 111. The Teaching of History in the Elementary School. Credit A. 2 points. Mr. A. M. Isanogle.

10.00 A. M.

This course will deal with the aims, principles, methods and materials of history and community civics in the elementary school. Emphasis will be given to the examination of various courses of study in the social studies, and especially to the Baltimore County Course of Study.

HEALTH AND HYGIENE

Education s. 112. Health Education. Credit A. 2 points. Miss Dowell.

Section I—10.00 A. M.

Section II—11.00 A. M.

This course gives a survey of the factors that aid in maintaining the health of the school child. It also aims to teach the principles which should govern the selection of materials and methods for health teaching and training in the elementary grades and includes the work of clubs and organizations, such as the Boy and Girl Scout and Campfire organizations, in promoting health. Personal Hygiene, First Aid and Safety, will be dealt with as they come up in the planning of a health program. Opportunity will be given for the observation of health work in the grades.

Education s. 113. Principles Underlying the Teaching of Industrial Arts in the Primary Grades. Credit A. 2 points. Miss Greenlaw.

Section I— 9.00 A. M.

Section II—11.00 A. M.

This course is planned for the teachers who expect to teach in the graded schools and in rural schools. The course is designed to develop appreciation and understanding of the things of our environment which are the results of man's inventions to meet his material and aesthetic needs, and to open up the many possibilities in practical arts of serving as avenues of approach to the other subjects of history, geography, arithmetic, etc. The course is not given with the thought that it shall be taught as a separate subject requiring a special teacher to conduct the industrial art lessons, but as a subject to be adapted and used by the elementary teacher; to stimulate the spirit of inquiry and investigations of questions which arise in the various subjects by making them concrete.

The subject matter of the course will include: How the race provides itself with food, shelter and clothing; how the race records itself; and how the race supplies itself with utensils. The chief materials used in the course will be paper and cardboard, wood, clay, textiles, foods and some metal. *There is a small laboratory fee.* This course is given in two sections.

Education s. 114. Principles Underlying the Teaching of Industrial Arts in the Grammar Grades. Credit A. 2 points. Miss Greenlaw.

8.00 A. M.

(See note to Course 113.)

LIBRARY METHODS

Education s. 115. Library Methods Course for Elementary Schools. Credit A. 2 points. Miss Osborn and Miss Batchelder.

9.00 A. M.

This course is planned in order to give instruction to the teachers of the elementary and rural schools in the fundamental principles of managing a school library. Instruction will be given in choice of books, use of reference books, classification, cataloging, administration and methods, with special stress laid on story telling. In addition to lectures, some time will be spent in problems for elementary schools to be worked out with concrete materials in the school library. The Demonstration Classes will be used to illustrate the methods advocated.

LITERATURE

English s. 116. Literature for Appreciation. Credit A. 2 points.
Dr. Litz.

2.00 P. M.

APPRECIATION OF LITERATURE

The course will include the interpretation of selected masterpieces of prose and poetry and the study and discussion of some recent books dealing with the subject. The text will be the "Century Readings in English Literature" covered by the Century Company of New York.

MATHEMATICS

Mathematics s. 54. Mathematics. Credit A. 2 points. Miss Munn.

8.00 A. M.

A review of general mathematics—arithmetic and algebra, specially planned for all grade teachers who desire to take a course in subject matter.

MUSIC

Education s. 117. Principles Underlying the Teaching of Music in the Elementary School. Credit A. 2 points. Miss Barry.

10.00 A. M.

This course presupposes a fair knowledge of keys, rhythms and a minimum ability to read music at sight. This course deals with presentation of rote songs, technical facts, and songs read at sight, in unison with and in two parts.

Music s. 55. Elements of Music. Credit A. 2 points. Miss Barry

1.00 P. M.

This course is planned for those having little or no knowledge of music. It is a subject-matter course and although not dealing with methods of teaching music in the elementary school, many songs are learned that may be used in the class room.

Music s. 56. Voice and Piano.

Miss Schroeder.

This course is given for those students who wish to continue their education through private vocal or piano lessons. *Fee \$15.00 for ten lessons including use of the piano*; hours to be arranged with the instructor.

PENMANSHIP

Education s. 3. Principles Underlying the Teaching of Penmanship. Credit B. 1 point. Miss Shaw.

Section I— 8.00 A. M.

Section II—10.00 A. M.

Section III— 2.00 P. M.

This course is for teachers who wish to improve their own handwriting and to become familiar with the technique involved and classroom procedure for teaching the Practice Tests in Handwriting. Some time will be devoted to acquainting teachers with the theory and principles underlying the method. The course will include discussions concerning the philosophy, the psychology of handwriting, diagnostic and remedial work, and means of determining progress made by pupils.

The principles of the course can be adapted to any system of penmanship. This course will be given in three sections. *There will be a small laboratory fee.*

PHYSICAL EDUCATION AND RECREATION

Education s. 4. Physical Education and Recreation. Credit B. 1 point. Dr. Burdick and Miss Crossman.

Section I—9.00 A. M.

Section II—10.00 A. M.

The relation between general educational and physical education including play, athletics, and medical inspection, practical instruction in games for younger and older children. This course is given in two sections.

RURAL EDUCATION

Education s. 118. Rural Life Course. Credit A. 2 points. Mr. Hulsizer.

Section I—9.00 A. M.

Section II—1.00 P. M.

This course will bring into relief the rural problems and suggestions for their solution; the sociology of country life; the findings of the Country Life Commission; the constructive economic forces in farm life; the coming of the real country community; the rural school and the country teacher's problems; the new curriculum; daily programs; school incentives and discipline; classification and progress of children; the community survey; and a consideration of the importance of the school lunch, physical training, and play in rural school administration.

Education s. 120. General Science in the Elementary School.
Credit A. 2 points. Miss Dowell.

1.00 P. M.

Through this course the students are given in the classroom and in field study a general acquaintance with common objects and processes that directly affect human life and interests. The course aims primarily to develop the technique of science instruction in the elementary school and to show the use of physical and biological sciences in the teaching of other elementary subjects, such as geography, industrial arts, hygiene.

THE ONE-WEEK LECTURE COURSE: MODERN METHODS OF TEACHING.

This course to be given by Dr. H. B. Wilson, Superintendent of the Berkeley, California Schools, will be scheduled at three in the afternoon and is open to all students. Dr. Wilson will teach one class during the morning session of each day, choosing a class from the organized list. Dr. Wilson is the author of several books among them are *Motivation of School Work*, *Training Pupils to Study*, and a very recent publication, *Modern Methods of Teaching* in collaboration with George C. Kyte of Washington University and Herbert G. Lull of Kansas State Teachers College, Emporia, Kansas.

SCHEDULES OF CLASSES

(Subject to change)

Period I. 8.00—8.50

- Ed. s. ~~2~~ Section I. Penmanship, Miss Shaw.
- Math. s. 54 Review of Mathematics, Miss Munn.
- Ed. s. 105 Social Aspects of the Primary Grades, Miss Birdsong
- Ed. s. 107 Section I. Teaching Reading in Grammar Grades, Miss Healy.
- Ed. s. 114 Industrial Arts in Grammar Grades, Miss Greenlaw.

Period II. 9.00—9.50

- Ed. s. ~~3~~ Section I. Physical Education, Dr. Burdick and Miss Crossman.
- Ed. s. 102 Educational Tests and Measurements, Mr. Bishop.
- Ed. s. 107 Section II. Teaching Reading in Grammar Grades, Miss Healy.
- Ed. s. 110 Intermediate School Geography, Mr. Walther.
- Ed. s. 113 Section I. Industrial Arts in Primary Grades, Miss Greenlaw.
- Ed. s. 115 Library Methods in the Elementary School, Miss Osborn and Miss Batchelder.
- Ed. s. 118 Section I. Rural Life Course, Mr. Hulsizer.
- Eng. s. 50 Section I. Composition and Grammar, Miss Munn.

in Period III. 10.00—10.50

- ~~Ed. s. 2 One-room Demonstration School, Mr. Hulsizer, Miss Parker.~~
- Ed. s. 3 Section II. Penmanship, Miss Shaw.
- Ed. s. 4 Section II. Physical Education, Dr. Burdick and Miss Crossman.
- Ed. s. 106 The Child's Mind and the Common School Subjects, Miss Birdsong.
- Ed. s. 109 Introductory School Geography, Mr. Walther.
- Ed. s. 111 Teaching History in the Elementary School, Mr. Isanogle.
- Ed. s. 112 Section I. Health Education in the Elementary School, Miss Dowell.
- Ed. s. 117 Music in the Elementary School, Miss Barry.

Period IV. 11.00—11.50

- Ed. s. 1 Demonstration School, Two-room, Miss Tall, Mrs. Sibley, Miss Fitzgerald.
- Eng. s. 50 Section II. Composition and Grammar, Miss Munn.
- Hist. s. 52 American History Since 1789, Mr. Isanogle.
- Ed. s. 101 Educational Psychology, Mr. Bishop.
- Ed. s. 104 Teaching the Primary Grade Methods, Miss Birdsong.
- Ed. s. 108 Teaching Arithmetic in Grammar Grades, Miss Healy.
- Ed. s. 112 Section II. Health Education in the Elementary School, Miss Dowell.
- Ed. s. 113 Section II. Industrial Arts in the Primary Grades, Miss Greenlaw.

RECESS—12:00 M. TO 1:00 P. M.

Period V. 1:00—1:50

- Geog. s. 51 Principles of Geography, Mr. Walther.
- Hist. s. 53 European History, Mr. Isanogle.
- Music s. 55 Elements of Music, Miss Barry.
- Ed. s. 103 Educational Sociology, Mr. Bishop.
- Ed. s. 120 General Science in the Elementary School, Miss Dowell.
- Ed. s. 118 Section II. Rural Life Course Mr. Hulsizer.

Period VI. 2:00—2:50

- Ed. s. ~~2~~ Section III. Penmanship, Miss Shaw.
- Ed. s. 116 Literature, Dr. Litz.

GETTING TO TOWSON

The Maryland State Normal School is located at Towson, the county seat of Baltimore County, a short distance north of Baltimore City, on the York Road, along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line or street cars transferring to the Towson car, whose route eastward and northward to Towson is along Lombard street to Paca street, to Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to York road, to the Normal School grounds.

From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car; ride north; transfer at York road and Gorsuch avenue to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk from the Normal School.

Students' baggage can be handled through the school office, by special arrangement with a local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.

The Maryland
State Normal School

At
Towson, Maryland

Bulletin

Summer School Number
1925



June 25 to July 31
1925

The Maryland State Normal School At Towson

SUMMER SESSION

1925

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JENNIE RILEY, *Nurse*

FACULTY

LIDA LEE TALL, B. S.....	Principal and Director of the Summer School
ROSE MARIE BARRY, Certificate, Teachers' Course, Peabody Conservatory of Music.....	Music
Maryland State Normal School.	
WILLIAM BURDICK, M. D.....	Physical Education
Director, Maryland Public Athletic League	
LEILA M. COBB, B. S.....	Education in the Primary Grades
Maryland State Normal School.	
Marion I. Cook, Diploma, Wellesley College.....	Physical Education
Maryland State Normal School.	
ANITA S. DOWELL, A. M.....	Health Education and Nature Study
Maryland State Normal School.	
MARY ECKFORD, A. M.....	History
Maryland State Normal School.	
SADIE FITZGERALD, A. M.....	Education in the Grammar Grades
Maryland State Normal School.	
BLANCHE FRUM, A. M.....	English
Maryland State Normal School.	
ONA P. FRUM, A. B.....	Demonstration School, Primary Grades
Maryland State Normal School.	
ANNA D. HALBERG, A. M.,	Educational Psychology, Sociology, Tests and Measurements
Maryland State Normal School.	
LUCILLE HEATH.....	Diploma, Maryland State Normal School, One-Room Demonstration School
Maryland State Normal School.	
ALLAN HULSIZER, A. M.....	Education
Maryland State Normal School.	
CLARA K. McCORD, B. S.....	Industrial Arts and Fine Arts
Maryland State Normal School.	
MARY L. OSBORN, Diploma, Library School of the New York Public Library.....	Story Telling in the Elementary School
Maryland State Normal School.	
WILLIAM PHIPPS.....	Demonstration School, Grammar Grades
Maryland State Normal School.	
LENA A. SHAW.....	Penmanship
Supervisor of Penmanship, Public Schools, Detroit, Michigan.	
LOUISE H. SCHROEDER, Certificate, Teachers' Course, Peabody Conservatory of Music.....	Music
Maryland State Normal School.	
E. CURT WALTHER, A. M.....	Geography
Maryland State Normal School.	
MARGARET M. WITTERS.....	Art Structure
Graduate of Maryland Institute of Fine Arts, Post-graduate of Fontainebleau, France. Instructor, Maryland Institute.	

CALENDAR

- June 25—Thursday—8.30 A. M.—Registration begins.
- June 26—Friday—8.00 A. M.—Regular class work begins.
- June 27—Saturday—Extra session to help complete a 30-day session.
- July 11—Saturday—Extra session to help complete a 30-day session.
- July 18—Extra session to help complete a 30-day session.
- July 31—Friday—Summer session ends.

THE MARYLAND STATE NORMAL SCHOOL

At

TOWSON, MARYLAND

SUMMER SESSION ANNOUNCEMENT

June 25 to July 31, 1925

GENERAL INFORMATION

The summer session of 1925 of the Maryland State Normal School will be conducted as a State Summer School, under the direction of the State Board of Education, during the six weeks from Wednesday, June 25, to Friday, July 31, inclusive. The principal purpose of this summer school is to furnish, at very low cost, six weeks of professional training to Maryland teachers already in service, and to persons planning to become teachers in the public elementary schools of Maryland.

SPECIFIC AIMS

All courses satisfactorily completed will be credited by the State Superintendent of Schools to one of the following objects:

1. To meet the minimum legal requirements of professional preparation for teaching in the public schools of Maryland, viz: At least twelve weeks' training in a standard summer school where daily observation and practice teaching are provided.

2. To secure renewal of second grade certificates under the requirement of six weeks' additional professional training.

3. To count toward meeting the requirement for advancing the grade of teachers' certificates from second grade to first grade according to the by-laws of the State Board of Education (See Annual Report for 1924, State Department of Education: "The Certification of Teachers").

4. To continue one's education for the sake of the profession in general, and for one's own personal satisfaction in maintaining a high educational standard and outlook; and to secure college credits over and above the two-year Normal Course.

As is indicated under *Courses of Instruction*, all courses will have professional value for teachers, but some will have a distinctly academic character.

STATE CREDITS

To receive full credit for standard summer school attendance, a student must pursue three full courses, aggregating not less than ninety hours of class work and concluded with an examination for each course.

COLLEGE CREDITS

College credits will be granted by some of the leading teachers' colleges in the country, and by such universities as Johns Hopkins University and Columbia University, if a student's credentials have been presented previously at the university and if the requirement demanded by the university can be met by the courses offered in our summer session.

DEMONSTRATION ONE-ROOM SCHOOL

A standard one-room school of at least six grades, for observation and demonstration, will be in session for the six weeks. This school was successfully conducted last year and furnished a well-equipped laboratory for rural teachers. Sixty per cent of the elementary school teachers of Maryland are located on one and two-room schools.

The students who register for this course and the Two-Room School course will have at least one hour of observation each day, and two hours a week in discussion with the demonstration teacher. The demonstration teacher is trained and experienced in rural education and will plan for the three-hour school a progressive forward-looking daily schedule.

DEMONSTRATION TWO-ROOM SCHOOL

As usual, a standard Two-Room Elementary School will be in session in the rooms of the Elementary School throughout the six weeks, and students registering for this course will follow the plans described under the One-Room School administration.

In both Demonstration Courses approved classroom procedures will be demonstrated for the observation of the groups taking the courses. Such observations followed by critique-discussion, will constitute an essential part of the fundamental plans of several of the courses listed.

THE ALUMNI GIFT TO THE SUMMER SESSION A VISITING LECTURER

Through a gift of money, the Alumni of the School has made possible a visiting lectureship for the summer. This is the

second time the summer session has had the privilege of making such an unusual offering to the teachers of the State.

It gives us pleasure to announce that the week of June 29 to July 3, inclusive, will be used by the lecturer. He will be given his choice of the regular classes for one hour a day in the morning and will meet all students of the summer session at 3 o'clock during the week.

ASSEMBLIES, ENTERTAINMENTS, EXCURSIONS

General assemblies of the whole student body will be held once or twice each week to afford opportunities for community singing, lectures, and art appreciation demonstrations. Every Friday evening some social, musical or literary entertainment will be held. Two Saturdays will be devoted to excursions of a recreational and educational character.

The staff will meet with the staff of the Johns Hopkins University Summer Session and the Maryland Institute Summer Session once a week.

SUMMER SCHOOL ORCHESTRA

Any Summer Session student who plays an orchestral instrument is urged to bring the instrument to the summer school. The music instructor is anxious to develop both a glee club and an orchestra during the six weeks.

A TRAINING COURSE FOR PARENTS

The Summer School will co-operate for the second time with the Maryland Branch of the National Congress of Parents and Teachers, and with the help of its president, Mrs. Harry Elkins Parkhurst, will arrange a one-week's study course for parents. Members of our summer session will assist in instructing the parents, and the week's conference will be given over to work along the lines that are being made prominent by the Parent-Teacher Associations. A special folder will be issued in June, outlining the week's work. Last year's outline was arranged as follows:

Health in the Home, Miss Anita S. Dowell.....	2 lectures
Educating the Child: Diagnosis and Follow-Up Work, Mr. Eugene Bishop.....	3 lectures
Music in the Home, Miss Rose Marie Barry.....	2 lectures
The PreSchool Age, Miss Laura Frazee, Asst. Supt. of Baltimore City Schools	1 lecture
The Kindergarten Age, Dr. Stella McCarty, Goucher College.....	1 lecture

Books in the Home, Miss Mary Osborn.....	1 lecture
Story Telling to Children, Miss Mary Osborn.....	1 lecture
The Elementary School Child, Dr. Carlton E. Douglass, Asst. Supt. of Baltimore City Schools.....	1 lecture
The High School Child, Dr. Maurice S. H. Unger, Supt. Carroll County Schools.....	1 lecture
Parent-Teacher Clubs for Private Schools and Churches, Mr. Kingman A. Handy, Baltimore City.....	1 lecture
Community Hygiene and Health, Dr. Valeria Parker, New York City	1 lecture
Record-keeping in Clubs, Mrs. Eugene Crutcher, National His- torian of the Congress of Parents and Teachers.....	1 lecture
What a Rural Community Can Accomplish Through Parent- Teacher Organizations, Mrs. John B. Cleaver, Middletown, Delaware, National Country Life Chairman.....	1 lecture
State, County and City Organizations of Parent-Teacher Asso- ciations:	
How to Organize.....	1 lecture
County Organizations, Mr. Clarence C. Cooper, Supt. of the Bal- timore County Schools.....	1 lecture
How the State Can Solve the State and County Clubs, Mr. Wil- liam J. Holloway, Asst. Supt. of Schools, Maryland.....	1 lecture
Ways in Which the City Department of Education Can Serve, Dr. David Weglein, Asst. Supt. of Baltimore City Schools,	1 lecture

RESIDENCE HALLS

There are two residence halls: Newell Hall (for men and women) and Sarah E. Richmond Hall (for women).

Newell Hall, the main dormitory building of the Maryland State Normal School, will accommodate about 280 students, and during the summer will be used for both men and women. A few of the rooms are furnished for two students, but the large rooms accommodate three and four students. One floor will be reserved for men students.

All students desiring dormitory accommodations should make early application for reservations. Applications will be honored in the order in which they are received. Students will be placed, if possible, in rooms with roommates of their own selection, but all such applications should be filed when the deposit is made.

All possible assistance towards securing comfortable board-
ing homes in the vicinity of the school will be given any stu-
dents who file applications too late to secure reservations in
any of the residence halls. A list of boarding places in and
around Towson and Govans will be mailed upon request. Out-
of-dormitory students may, if they so desire, secure table board
in Newell Hall at the rate of \$7.00 per week.

Applications: Applications for rooms in Newell Hall and Richmond Hall should be addressed as promptly as possible to the Director. Room assignments are made beginning April 1. Rooms will be reserved only upon receipt of a *three-dollar deposit*, payable to the Maryland State Normal School, Towson, Maryland, at the time of application. The deposit will be deducted from the full expense account, upon registration. Reservations are cancelled and the deposit forfeited, if rooms are not claimed in person or by notification before three o'clock June 25.

FEES AND EXPENSES

All expenses must be paid to the Registrar immediately upon entrance.

There will be no charge at all to Maryland teachers for instruction, *but a small laboratory fee may be listed with some of the courses.*

Students from other states will be admitted and will be charged \$6.00 per point for courses selected.

A \$5.00 registration fee is required of all students. An additional fee of \$2.00 will be required of late entrants. Late entrance means *after* June 25.

The charge for the *entire six weeks* for room and board in the dormitory, including laundry, will be \$55.00 in advance.

All articles to go into the school laundry must be marked with uniform woven laundry markers supplied by the school at a cost of *one dollar* for the set. Only plain articles and flat laundry—ten pieces in all—will be allowed. Blouses and dresses, men's fine shirts and palm beach suits may be laundered at the school laundry, but regular fixed charges will be made for such conveniences.

Students rooming in Newell Hall and Richmond Hall will need to bring with them for personal use, towels, toilet soap, bureau scarfs (if wanted), two laundry bags and two tumblers.

Students rooming outside the school, but desiring table board in Newell Hall, will be accommodated in the dining-room at a charge of \$7.00 a week, payable in one payment of \$42.00 in advance. Laundry for such students will be one dollar (\$1.00) per week.

REGISTRATION AND ADMISSION

The opening day of the summer school, Thursday, June 25, will be given up to registration. The summer session faculty

will be in attendance to meet the arriving students and advise them in the selection of courses. It would also be well if students sought the advice of superintendents and supervisors regarding their choice of courses.

Students may claim their rooms after 8:30 o'clock on Thursday morning, upon completion of registration. A light luncheon will be served at twelve-thirty for all who have arrived by that hour.

SUMMARY OF FEES

1. Registration fee (payable by every student at every summer session).....	\$5.00
2. Late registration fee (additional after June 25).....	2.00
3. Tuition (no fee asked for Maryland Teachers).....	—
Tuition for students from other States, \$6.00 per point	
4. Room, board and laundry for students in residence.....	55.00
5. Table board for students rooming in the town or city.....	42.00
6. Laundry for students rooming in the town or city.....	1.00
7. Laundry markers (to be purchased at the school).....	1.00
8. Fee for use of students' laundry (optional).....	.25
9. Laboratory fees (see description of courses).....	—

FURTHER INFORMATION

For further information and answers to any questions not met in the foregoing paragraphs, address:

LIDA LEE TALL, *Director*,
The Maryland State Normal School at Towson, Md.

COURSES OF INSTRUCTION

THE TWO-ROOM DEMONSTRATION SCHOOL

Education s. 1. Demonstration School. Credit B. 1 point.
Miss Frum, Mr. Phipps.

11.00 A. M. First two weeks. Miss Frum and Mr. Phipps.

9.00 A. M. to 12.00 M. The school in session. Miss Frum and Mr. Phipps.

A two-room elementary demonstration school of six grades will be in session daily for three hours: Room A, primary grades; Room B, advanced grades.

For the first two weeks of the summer session, at 11.00 o'clock, there will be a discussion of the principles underlying observation of classroom teaching. After this the students registered in the course will spend one hour a day in independent observation. The classroom teachers will conduct afternoon conferences, for which the hours will be posted. Two written reports will be required during the course.

THE ONE-ROOM DEMONSTRATION SCHOOL

Education s. 2. Credit B. 1 point. Mr. Hulsizer, Miss Heath.

11.00 A. M. First two weeks. Mr. Hulsizer.

9.00 A. M. to 12.00 M. The school in session. Miss Heath.

A one-room demonstration school of six grades will be in session daily for three hours. For the first two weeks of the session there will be discussion of the principles underlying observation of classroom teaching in the one-room school, and a daily program will be planned to show how one-room rural pupils may be graded according to abilities. After this the students registered in the course will spend one or two hours a day in independent observation. Miss Heath and Mr. Hulsizer will conduct afternoon conferences for which the hours will be posted. Two written reports will be required during the course.

EDUCATIONAL PSYCHOLOGY

Education s. 101. Educational Psychology. Credit A. 2 points. Miss Halberg.

8.00 A. M.

This course introduces the student to the principles of learning and to the teaching processes of the elementary school. It

considers the fundamental principles upon which rest modern conceptions of functional psychology, the laws of learning and proper applications in the field of professional education.

Education s. 102. Educational Tests and Measurements.
Credit A. 2 points. Miss Halberg.

9.00 A. M.

The chief purposes of this course are: (1) to acquaint the student with the best tests in reading, arithmetic, spelling and penmanship; (2) to give them practice in giving, scoring and tabulating these tests; (3) to spend much time in interpreting results and in planning definite remedial work to meet the needs revealed. *For this course there will be a small laboratory fee.*

Education s. 103. Education and Social Change. Credit A.
2 points. Miss Halberg.

12.00 M.

This is a course in educational sociology dealing with the growth of human tendencies and social institutions with special reference to the place of education in the social process.

ELEMENTARY SCHOOL METHODS

I—PRIMARY GRADES

Education s. 104. Principles Underlying the Teaching of Reading, Language, Arithmetic and Writing in the Primary Grades. Credit A. 2 points. Miss Cobb.

9.00 A. M. Section I.

11.00 A. M. Section II. Experienced Teachers.

This course is intended primarily for teachers of grades one to three inclusive. It will consider: (1) the aims and principles underlying the teaching of the above subjects, and (2) present tendencies and their scientific basis. Section I is arranged for teachers who have taught for two years or less; Section II, for teachers of experience.

Education s. 105. Social Activities of the Primary Grades.
Credit A. 2 points. Miss Cobb.

12.00 M.

This course is based upon the psychological principles underlying the child's development, and is designed to assist the teacher in directing the various types of learning that children carry on.

II—GRAMMAR GRADE METHODS

Education s. 107. Principles Underlying the Teaching of Reading in the Grammar Grades. Credit A. 2 points. Miss Fitzgerald.

9.00 A. M. Section I.

8.00 A. M. Section II. Experienced Teachers.

This course will deal with the development and formulation of principles of method for teaching reading in the grammar grades and with its psychological foundation. Special emphasis will be placed on (1) the teaching of silent reading; (2) the relation of silent reading to good habits of study; (3) the place of oral reading in the curriculum. Section I is arranged for teachers who have taught two years or less; Section II, for teachers of experience.

Education s. 108. Principles Underlying the Teaching of Arithmetic in the Grammar Grades. Credit A. 2 points. Miss Fitzgerald.

11.00 A. M.

This course will deal with, (1) the mechanics of arithmetic; (2) problem solving; (3) lesson planning. Practical use will be made of standardized tests with attention to remedial work and seat-work. The adaptation of the most effective modes of class organization to public school conditions, and ways and means of providing for pupil activity of a nature calculated to lead to good habits of work and efficient methods of study, will be discussed in detail.

ART

Art s. 149. Art Structure. Grade A. 2 points. Miss Witters.

9.00 A. M.

This course is based upon the fundamentals of design, and will teach the use of line, light and dark with color in extracting ideas. Good taste, appreciation, and the power of selection will be developed through problems in design, representation, illustration and perspective.

There will be exercises with charcoal, crayon, brush and paint. The method of presenting this work to children will be a part of the course. *There will be a small laboratory fee.*

CHILDREN'S LITERATURE

Education s. 106. Children's Literature. Credit A. 2 points. Miss Frum.

10.00 A. M. Section I.

12.00 M. Section II.

An interpretative study is made of literature for the grades,

from one to eight; selections of different types illustrating fitness for various purposes will be used. Methods of teaching literature in general; reading and discussing children's books; story telling; oral reading, dramatization; reference study; and demonstration lessons—are other topics to be considered in the course.

ENGLISH

English s. 150. English Composition and Grammar. Credit A. 2 points. Miss Frum.

8.00 A. M.

One aim of this course is to make the teacher's habitual speech and writing as good as a teacher's should be. This end is sought through a review of the principles of composition and grammar in a practical study of usage in spoken and written language, in an improved and increased vocabulary, and in a better understanding of the sentence-sense. Appropriate composition situations and corrective exercises will be used to prepare teachers to plan effective methods in teaching composition in the elementary schools. The aims, the subject matter, and the methods involved will be shown through demonstration lessons.

GEOGRAPHY

Education s. 109. Introductory School Geography. Credit A. 2 points. Mr. Walther.

10.00 A. M.

This course includes an inventory of the values to be realized in the elementary curriculum through the subject of geography; a study of the opportunities for teaching incidental geography in other subjects and projects of the primary grades; and a review of the subject matter suitable for the third, fourth and fifth grades. The practical aspects of home geography, excursion geography, world geography, journey geography and "world-lure," are discussed, emphasis to be determined by the practical needs of the members of the class. The work includes lectures, discussions, excursions and suitable readings.

Education s. 110. Intermediate School Geography. Credit A. 2 points. Mr. Walther.

9.00 A. M.

A study of the principles controlling the selection and teach-

ing of the subject matter of geography for the pupils of the grammar and junior high school grades. Considerable emphasis is placed upon the study habits and procedures as involved in the problem method and the special technique of the subject. The work will include a study of the United States, Latin America and Europe, from the regional, political and economic point of view. Lectures, discussions, collateral readings and map work.

Geography s. 151. Fundamentals of Geography. Credit A. 2 points. Mr. Walther.

11.00 A. M.

This course is designed to give teachers an appreciation of the spirit of modern geography, so that they may get the proper articulation in the teaching of the subject. The materials of the course are organized from the point of view of man's conquest and exploitation of his environment in relation to his needs. The course aims to bring out the larger principles and relationships of the subject. Much of the illustrative material can be used directly in grade teaching. Environment and response; the distribution of population; regions and trade; transportation and the location of cities—are some of the subjects considered. Lectures, readings and discussions.

HISTORY AND CIVICS

History s. 152. American History. (Professionalized Subject Matter for the Grades.) Credit A. 2 points. Miss Eckford.

8.00 A. M.

This course is intended for teachers in the rural and graded schools. It deals with everyday problems in the teaching of history; the purposes of history, and the selection and treatment of subject matter in such a way as to make the past vital and colorful to children. The content of the course covers the history taught in the elementary schools of Maryland, aiming especially to give an understanding of the social, political and economic institution of national life today. Emphasis is put upon the history curriculum of the intermediate grades. Class reports, notebooks, collateral reading and map work are required. The theoretical side is checked by observation in the Demonstration Schools.

Text used: McLaughlin's "History of the American Nation."

History s. 153. A Study of the Background of European History. (Professionalized Subject Matter for the Grades.) Credit A. 2 points. Miss Eckford.

10.00 A. M.

In this course the texts in European history which are in use in the elementary schools of Maryland today are considered. Webster's "Early European History" will be the main text, but collateral reading will be required for comparison and amplification.

Education s. 115. Community Civics in the Elementary School. Credit A. 2 points. Miss Eckford.

12.00 M.

This course is intended for teachers in graded and rural schools, and deals with the teaching of citizenship both in school and through activities. Special attention is directed to present tendencies in community civic teaching and in the other social studies as well. Emphasis is placed on the beginnings of training in citizenship in the lower grades, but much time is also given to upper grade courses. Plans for developing good civic attitudes are worked out by the class. Some time is devoted to collateral reading, class reports and observation in the campus school. Texts used: Dunn and Harris "Citizenship in School and Out"; Hughes "New Community Civics."

HANDWRITING

Education s. 111. Principles Underlying the Teaching of Penmanship. Credit A. 2 points. Miss Shaw.

8.00 A. M.—Section I.

10.00 A. M.—Section II.

12.00 M.—Section III.

This course provides experience through the use of the "Standard Practice Tests in Handwriting" to become familiar with, (1) the basic principles underlying the practice tests in handwriting; (2) the technique and class room procedure involved in the use of the same; and, (3) diagnostic and remedial work with individual children. The records, tests and material involved in the carrying forward of this course provide the means which make it possible for one teacher to handle a school room consisting of a number of classes, and yet give each child adequate individual instruction.

Opportunity will also be given for the members of the group to improve their own handwriting.

The principles of the course can be adapted to any system of penmanship. This course will be given in three sections. *There will be a small laboratory fee.*

HEALTH AND HYGIENE

Education s. 112. Health Education. Credit A. 2 points. Miss Dowell.

Section I— 9.00 A. M.

Section II—11.00 A. M. An advanced course.

This course gives a survey of the factors that aid in maintaining the health of the school child. It also aims to teach the principles which should govern the selection of materials and methods for health teaching and training in the elementary grades and includes the work of clubs and organizations, such as the Boy and Girl Scout and Campfire organizations, in promoting health. Personal Hygiene, First Aid and Safety, will be dealt with as they come up in the planning of a health program. Opportunity will be given for the observation of health work in the grades.

Education s. 113. Principles Underlying the Teaching of Industrial Arts in the Primary Grades. Credit A. 2 points. Mrs. McCord.

10.00 A. M.

This course is planned for the teachers who expect to teach in the graded schools and in rural schools. The course is designed to develop appreciation and understanding of the things of our environment which are the results of man's inventions to meet his material and aesthetic needs, and to open up the many possibilities in practical arts of serving as avenues of approach to the other subjects of history, geography, arithmetic, etc. The course is not given with the thought that it shall be taught as a separate subject requiring a special teacher to conduct the industrial art lessons, but as a subject to be adapted and used by the elementary teacher; to stimulate the spirit of inquiry and investigations of questions which arise in the various subjects by making them concrete.

The subject matter of the course will include: How the race provides itself with food, shelter and clothing; how the race records itself; and how the race supplies itself with utensils. The chief materials used in the course will be paper and cardboard, wood, clay, textiles, foods and some metal. *There is a small laboratory fee.*

Education s. 114. Principles Underlying the Teaching of Industrial Arts in the Grammar Grades. Credit A. 2 points. Mrs. McCord.

9.00 A. M.

(See note to Course 113.)

MATHEMATICS

Mathematics s. 154. Mathematics. Credit A. 2 points. Mrs. McCord.

12.00 M.

A review of general mathematics—arithmetic, algebra and plane geometry—specially planned for all grade teachers who desire to take a course in subject matter.

MUSIC

Education s. 117. Principles Underlying the Teaching of Music in the Elementary School. Credit A. 2 points. Miss Barry.

10.00 A. M.

This course deals with the methods and underlying principles of teaching music in the elementary school. It includes: rhythm development; presentation of rote songs; development of the child voice; correction of monotones; introduction of notation; problems of time and tone; sight singing of unison and two-part songs; and music appreciation with the aid of the phonograph.

Music s. 155. Elements of Music. Credit A. 2 points. Miss Barry.

12.00 M.

This course is planned for those having little or no knowledge of music. It is a subject-matter course and although not dealing with methods of teaching music in the elementary school, it is based upon especially selected rhythm and song material that may be used in the classroom.

Music s. 156. Voice and Piano. Miss Schroeder.

This course is given for those students who wish to continue their education through private vocal or piano lessons. *Fee \$15.00 for ten lessons including use of the piano; hours to be arranged with the instructor.*

NATURE STUDY

Education s. 116. Nature Study. Credit A. 2 points. Miss Dowell.

8.00 A. M.

Through this course the students are given in the classroom and in field study a general acquaintance with the common objects and processes that affect human life and interests. The course aims to develop an appreciation of the world around one and to show the importance and use of nature study in the teaching of other elementary subjects, such as geography, industrial arts, English and hygiene. *There will be a small laboratory fee.*

PHYSICAL EDUCATION AND RECREATION

Education s. 3. Physical Education and Recreation. Credit B. 1 point. Dr. Burdick and Miss Cook.

9.00 A. M.—Section I.

10.00 A. M.—Section II.

The relation between general education and physical education including play, athletics and medical inspection, and practical instruction in games for younger and older children will be stressed. This course is given in two sections.

RURAL EDUCATION

Education s. 118. Teaching in Rural Schools. Credit A. 2 points. Mr. Hulsizer.

10.00 A. M.

The course will be grouped around problems of organization, management, material and methods; such as grouping, correlation, combination, alternation, entire school activities, extra class activities, organization of routine for educational purposes, opportunities for meeting life-needs of children, some of which are social attitudes, enjoyment and appreciation, skill-development, knowledges and resources of material from libraries, collections and museums.

Education s. 119. The Rural Community and the School. Credit A. 2 points. Mr. Hulsizer.

12.00 M.

This course will bring into relief the rural problems and suggestions for their solution; the sociology of country life; the findings of the Country Life Commission; the constructive

economic forces in farm life; the coming of the real country community; the rural school and the country teacher's problems; the program of the Parent-Teacher Organization; simpler phases of child study—young child, pre-adolescent and adolescent child; the needs and appropriate activities of each age; how parents may co-operate with the school in promoting desirable activities; co-operation of Parent Teachers Associations with other local organizations to produce better care of children; study of the school plant and equipment; use of community leaders; reading for parents; and a comparative study of Parent-Teacher Associations.

STORY TELLING COURSE

Education s. 120. Story Telling in the Elementary School.
Credit A. 2 points. Miss Osborn.

10.00 A. M.

The time allotted will be divided about equally between the theory of story telling and practical demonstration. Types of stories suitable for the Elementary School, principles of selection and means of interpretation and expression will be considered, as well as the main sources of stories such as classical mythology, folk lore and great books of literature. The demonstration will include stories told by the instructor, in class, and to the children of the Demonstration School; and practice by students of the course in class to illustrate points covered in the theory part of the course.

SHORT COURSE GIVEN UNDER AUSPICES OF THE MARYLAND BRANCH OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

It is important that this course be given wide publicity in the State of Maryland, so that mothers and fathers who can attend will take advantage of its offerings. The dates have not yet been settled but the choice lies between the weeks of July 6 and July 13. A special announcement of the course will be sent out in June.

SCHEDULES OF CLASSES

(Subject to change)

Period I. 8:00—8:50	{	Ed.	s. 101 Educational Psychology, Miss Halberg.
		Ed.	s. 107 Section II. Principles Underlying the Teaching of Reading in the Grammar Grades, Miss Fitzgerald.
		Ed.	s. 111 Section I. Principles Underlying the Teaching of Penmanship, Miss Shaw.
		Ed.	s. 116 Nature Study, Miss Dowell.
		Eng.	s. 150 Composition and Grammar, Miss Frum.
		Hist.	s. 152 American History, Miss Eckford.
		Math.	s. 154 Mathematics, Mrs. McCord.
Period II. 9.00—9.50	{	Ed.	s. 3 Section I Physical Education and Recreation, Dr. Burdick and Miss Cook.
		Ed.	s. 102. Educational Tests and Measurements, Miss Halberg.
		Ed.	s. 104 Section I. Principles Underlying the Teaching of Reading, Language, Arithmetic and Writing in the the Primary Grades, Miss Cobb.
		Ed.	s. 107 Section I. Principles Underlying the Teaching of Reading in the Grammar Grades, Miss Fitzgerald.
		Ed.	s. 110 Intermediate School Geography, Mr. Walther.
		Ed.	s. 112 Section I. Health Education, Miss Dowell.
		Ed.	s. 114 Principles Underlying the Teaching of Industrial Arts in the Grammar Grades, Mrs. McCord.
		Art	s. 149 Art Structure, Miss Witters.
Period III. 10.00—10.50	{	Ed.	s. 3 Section II. Physical Education and Recreation, Dr. Burdick and Miss Cook.
		Ed.	s. 106 Section I. Children's Literature, Miss Frum.
		Ed.	s. 109 Introductory School Geography, Mr. Walther.
		Ed.	s. 111 Section II. Principles Underlying the Teaching of Penmanship, Miss Shaw.
		Ed.	s. 113 Principles Underlying the Teaching of Industrial Arts in the Primary Grades, Mrs. McCord.
		Ed.	s. 118 Teaching in Rural School, Mr. Hulsizer.
		Ed.	s. 120 Story Telling in the Elementary School, Miss Osborn.
		Hist.	s. 153 A Study of the Background of European History, Miss Eckford.
		Ed.	s. 117 Principles Underlying the Teaching of Music in the Elementary School, Miss Barry.
Period IV. 11.00—11.50	{	Ed.	s. 1 Demonstration School, Two-Room, Miss Frum, Mr. Phipps.
		Ed.	s. 2 Demonstration School, One-Room, Mr. Hulsizer, Miss Heath.
		Ed.	s. 104 Section II. Principles Underlying the Teaching of Reading, Language, Arithmetic and Writing in the Primary Grades, Miss Cobb.
		Ed.	s. 108 Principles Underlying the Teaching of Arithmetic in the Grammar Grades, Miss Fitzgerald.
		Ed.	s. 112 Section II. Health Education, Miss Dowell.
		Geog.	s. 151 Fundamentals of Geography, Mr. Walther.
Period V. 12.00—12.50	{	Ed.	s. 103 Education and Social Change, Miss Halberg.
		Ed.	s. 105 Social Activities of Primary Grades, Miss Cobb.
		Ed.	s. 106 Section II. Children's Literature, Miss Frum.
		Ed.	s. 111 Section III. Principles Underlying the Teaching of Penmanship, Miss Shaw.
		Ed.	s. 115 Community Civics in the Elementary School, Miss Eckford.
		Ed.	s. 119 The Rural Community and the School, Mr. Hulsizer.
		Ed.	s. 155 Elements of Music, Miss Barry.

GETTING TO TOWSON

The Maryland State Normal School is located at Towson, the county seat of Baltimore County, a short distance north of Baltimore City, on the York Road along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line of street cars transferring to the Towson car, whose route eastward and northward to Towson is along Lombard street to Paca street, to Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to Yord road, to the Normal School grounds.

From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car; ride north; transfer at York Road and Gorsuch avenue to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk from the Normal School.

Students' baggage can be handled through the school office, by special arrangement with a local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.

?

Where are you going to Summer School this year? Why not take advantage of the opportunities for college credit and continued professional education through the courses offered at the Maryland State Normal School at Towson. Remember that Towson is a summer residence town, cool and attractive—with Baltimore close at hand.

The Maryland
State Normal School

At

Towson, Maryland

Bulletin

Summer School Number

1926



June 24 to July 30

1926

The Maryland State Normal School at Towson

SUMMER SESSION

1926

STATE BOARD OF EDUCATION

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MARY OSBORN, *Librarian*
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RUTH C. SPERRY, *Dormitory Director*
DR. DOROTHY BURDICK, *Physician*
HELEN RUDD, *Dietitian*
JENNIE RILEY, *Nurse*

FACULTY

LIDA LEE TALL, B. S.....	Principal and Director of the Summer School
HARRIET BADER, A. M.....	History
Maryland State Normal School.	
HULDA BRUST.....	Education in the Primary Grades
Supervising Teacher, Montgomery County (Md.) Schools.	
WILLIAM BURDICK, M. D.....	Physical Education
Director, Maryland Public Athletic League.	
ANITA S. DOWELL, A. M.....	Health Education and Nature Study
Maryland State Normal School.	
BLANCHE FRUM, A. M.....	English Composition and Children's Literature
Maryland State Normal School.	
HELENE HEDIAN, B. A.....	Art for Children
Diploma, Maryland Institute of Fine Arts.	
Instructor, Maryland Institute.	
ALLAN HULSIZER, A. M.....	Rural Education
Maryland State Normal School.	
HELEN L. JAMART.....	Physical Education
Maryland Playground Athletic League.	
CLARA K. McCORD, A. B.....	Arithmetic and Industrial Arts
Maryland State Normal School.	
EDNA McEACHERN, A. M.....	Music
Maryland State Normal School.	
ALICE O'NEILL, A. M.....	Demonstration School, Grammar Grades
Maryland State Normal School.	
WILLIAM PHIPPS.....	One-Room Demonstration School
Maryland State Normal School.	
LOUISE H. SCHROEDER, Certificate, Peabody Conservatory of Music.....	Music
Maryland State Normal School.	
HARRIET SMITH.....	Demonstration School, Primary Grades
Maryland State Normal School.	
IRENE STEELE, A. M.....	Education in the Grammar Grades
Maryland State Normal School.	
E. CURT WALTHER, A. M.....	Geography
Maryland State Normal School.	
AGNES WEIDMAN.....	Handwriting
Assistant Supervisor of Penmanship, Public Schools, Detroit, Michigan.	
NORMAN WOELFEL, A. M.....	Educational Psychology, Sociology,
Maryland State Normal School.	Tests and Measurements

CALENDAR

June 24—Thursday—8.30 A. M.—Registration begins.
 June 25—Friday—8.00 A. M.—Regular class work begins.
 June 26—Saturday—Extra session to help complete a 30-day session.
 July 10—Saturday—Extra session to help complete a 30-day session.
 July 17—Saturday—Extra session to help complete a 30-day session.
 July 24—Saturday—Extra session to help complete a 30-day session.
 July 30—Friday—Summer Session ends.

THE MARYLAND STATE NORMAL SCHOOL

At

Towson, Maryland

SUMMER SESSION ANNOUNCEMENT

June 24 to July 30, 1926

GENERAL INFORMATION

The summer session of 1926 of the Maryland State Normal School will be conducted as a State Summer School, under the direction of the State Board of Education, during the six weeks from Thursday, June 24, to Friday, July 30, inclusive. The principal purpose of this summer school is to furnish, at very low cost, six weeks of professional training to Maryland teachers already in service, and to persons planning to become teachers in the public elementary schools of Maryland.

SPECIFIC AIMS

All courses satisfactorily completed will be credited by the State Superintendent of Schools to one of the following objects:

1. To meet the minimum legal requirements of professional preparation for teaching in the public schools of Maryland viz: At least twelve weeks' training in a standard summer school where daily observation and practice teaching are provided.

2. To secure renewal of second grade certificates under the requirement of six weeks' additional professional training.

3. To count toward meeting the requirement for advancing the grade of teachers' certificates from second grade to first grade according to the by-laws of the State Board of Education (See Annual Report for 1924, State Department of Education: "The Certification of Teachers").

4. To continue one's education for the sake of the profession in general, and for one's own personal satisfaction in maintaining a high educational standard and outlook; and to secure college credits over and above the two-year Normal Course.

As is indicated under *Courses of Instruction*, all courses will have professional value for teachers, and many will have a distinctly academic character.

STATE CREDITS

To receive full credit for standard summer school attendance, a student must pursue three full courses, aggregating not less than ninety hours of class work and concluded with an examination for each course.

COLLEGE CREDITS

College credits will be granted by some of the leading teachers' colleges in the country, and by such universities as Johns Hopkins University and Columbia University, if a student's credentials have been presented previously at the university and if the requirement demanded by the university can be met by the courses offered in our summer session.

DEMONSTRATION ONE-ROOM SCHOOL

A standard one-room school of at least six grades, for observation and demonstration, will be in session for the six weeks. This school has been successfully conducted for the last two years. It furnishes a well-equipped laboratory for rural teachers. Forty-eight per cent of the elementary school teachers of Maryland are located in one and two-room schools.

The students who register for the One-Room School Course and the Two-Room School course will have at least one hour of observation each day, and two hours a week in discussion with the demonstration teacher. The demonstration teachers are trained and experienced in rural education and will plan for the four-hour day a constructive time-schedule.

DEMONSTRATION TWO-ROOM SCHOOL

As usual, a standard Two-Room Elementary School will be in session in the rooms of the Elementary School throughout the six weeks, from 8.45 A. M. to 1.00 P. M., and students registering for this course will follow the plans described under the One-Room School administration.

In both Demonstration Courses approved classroom procedures will be demonstrated for the observation of the groups taking the courses. Such observations, followed by critique discussions, will constitute an essential part of the fundamental plans of several of the courses listed.

THE ALUMNI GIFT TO THE SUMMER SESSION A VISITING LECTURER

Through a gift of money, the Alumnae of the School have made possible a visiting lectureship for the summer, and for the third time the summer session will have the privilege of making an unusual offering to the teachers of the State.

This year Prof. J. Montgomery Gambrill of the History Department of Teachers College, Columbia University, will give a series of five afternoon lectures, open to all summer session students, during the week of June 28. The title of the course is *Our Changing World and Its Civic Problems*. The lectures will deal with the dramatic development of an age of science, the revolutionary changes which is wrought in our modern world, the growth of a world community, the new and difficult problems of democratic government, and the civic and educational problems of a rapidly changing world.

ASSEMBLIES, ENTERTAINMENTS, EXCURSIONS

General assemblies of the whole student body will be held once or twice each week to afford opportunities for community singing, lectures, and art appreciation demonstrations. Every Friday evening some social, musical or literary entertainment will be held.

SUMMER SCHOOL ORCHESTRAS

Any Summer Session student who plays an orchestral instrument is urged to bring the instrument to the summer school. The music instructor is anxious to develop both a glee club and an orchestra during the six weeks.

RESIDENCE HALLS

There are two residence halls: Newell Hall (for men and women) and Sarah E. Richmond Hall (for women).

Newell Hall, the main dormitory building of the Maryland State Normal School, will accommodate about 280 students, and during the summer will be used for both men and women. A few of the rooms are furnished for two students, but the large rooms accommodate three and four students. If the summer session enrollment is small these large rooms will not be filled to their capacity and we will place, whenever possible, only two to a room. One floor will be reserved for men students.

Richmond Hall will accommodate about 150 students.

All students desiring dormitory accommodations should make early application for reservations. Applications will be honored in the order in which they are received. Students will be placed, if possible, in rooms with roommates of their own selection, but all such requests should be filed when the deposit is made. Married women, bringing children with them, will be accommodated in Towson, and not in the dormitories.

All Normal School students who attend the summer session as a pre-requisite toward graduation must room in the dormitories if they are boarding students.

Any student desiring to room alone may do so by paying \$75.00 for the six weeks instead of \$55, the regular place charge.

All possible assistance towards securing comfortable boarding homes in the vicinity of the school will be given any students who file applications too late to secure reservations in any of the residence halls. Out-of-dormitory students may, if they so desire, secure table board in Newell Hall at the rate of \$7.00 per week.

Applications: Applications for rooms in Newell Hall and Richmond Hall should be addressed as promptly as possible to the Director of the Summer School. Room assignments are made beginning April 1. Rooms will be reserved only upon receipt of a *three-dollar deposit*, payable to the Maryland State Normal School, Towson, Maryland, at the time of application. The deposit will be deducted from the full expense account, upon registration. Reservations are cancelled and the deposit forfeited, if rooms are not claimed in person or by notification before three o'clock June 24.

FEES AND EXPENSES

All expenses must be paid to the Registrar immediately upon entrance.

There will be no charge at all to Maryland teachers for instruction, *but a small laboratory fee may be listed with some of the courses.*

Students from other states will be admitted and will be charged \$6.00 per point for courses selected.

A \$5.00 registration fee is required of all students. An additional fee of \$2.00 will be required of late entrants. Late entrance means *after* June 24, unless the school is notified before June 24, and accepts the conditions of late entrance.

The charge for the *entire six weeks* for room and board in the dormitory, including laundry, will be \$55.00 in advance.

All articles to go into the school laundry must be marked with uniform woven laundry markers supplied by the school at a cost of *one dollar* for the set. Only plain articles and flat laundry—ten pieces in all—will be allowed. Blouses and dresses, men's fine shirts and palm beach suits may be laundered at the school laundry, but regular fixed charges will be made for such conveniences.

Students rooming in Newell Hall and Richmond Hall will need to bring with them for personal use—towels, toilet soap, bureau scarfs (if wanted), two laundry bags and two tumblers.

Students rooming outside the school, but desiring table board in Newell Hall, will be accommodated in the dining-room at a

charge of \$7.00 a week, payable in one payment of \$42.00 in advance. Laundry for such students will be one dollar (\$1.00) per week.

REGISTRATION AND ADMISSION

The opening day of the summer school, Thursday, June 24, will be given up to registration. The summer session faculty will be in attendance to meet the arriving students and advise them in the selection of courses. It would also be well if students sought the advice of superintendents and supervisors regarding their choice of courses.

Students may claim their rooms after 8.30 o'clock on Thursday morning, upon completion of registration. A light luncheon will be served at 12.30 for all who have arrived by that hour.

SUMMARY OF FEES

1. Registration fee (payable by every student at every summer session)	\$5.00
2. Late registration fee (additional after June 24)	2.00
3a. Tuition (no fee asked for Maryland teachers)	
b. Tuition for students from other States (per point)	6.00
4a. Room, board and laundry for students in residence	55.00
b. Private room, board and laundry	75.00
5. Table board for students rooming in the town or city	42.00
6. Laundry for students rooming in the town or city (per week)	1.00
7. Laundry markers (to be purchased at the school)	1.00
8. Fee for use of students' laundry25
9. Postoffice box rental (optional)25
10. Laboratory fees (see description of courses)	

FURTHER INFORMATION

For further information and answers to any questions not met in the foregoing paragraphs, address:

LIDA LEE TALL, *Director*,
The Maryland State Normal School, at
Towson, Maryland.

COURSES OF INSTRUCTION

THE TWO-ROOM DEMONSTRATION SCHOOL

EDUCATION S. 1. *Demonstration School*. Credit B. 1 point.

Miss O'Neill, Grammar Grades.

Miss Smith, Primary Grades.

11 A. M. First two weeks—Conference hour.

9.00 A. M. to 1.00 P. M. The school in session.

A two-room elementary demonstration school for six grades will be in session daily for four hours: Room A, primary grades; Room B, advanced grades.

For the first two weeks of the summer session, at 11.00 o'clock, there will be a discussion of the principles underlying observation of classroom teaching. After this the students registered in the course will spend one hour a day in independent observation. The classroom teachers will conduct afternoon conferences, for which the hours will be posted. Two written reports will be required during the course.

THE ONE-ROOM DEMONSTRATION SCHOOL

EDUCATION S. 2. Credit B. 1 point. Mr. Hulsizer, Mr. Phipps.

11.00 A. M. First two weeks. Mr. Hulsizer.

9.00 A. M. to 1.00 P. M. The school in session. Mr. Phipps.

A one-room demonstration school of six grades will be in session daily from 9.00 A. M. to 1.00 P. M. For the first two weeks of the session there will be discussions of the principles underlying: (1) the teaching of subject-matter in units of learning which may embody several or all subjects of the traditional curriculum, and (2) a detailed study of individual children to show the child's influence on teaching. The children will be grouped according to abilities.

After the first two weeks the students registered in the course will spend one hour a day in required observation and will attend two afternoon conferences a week with Mr. Hulsizer or Mr. Phipps. The hours for these conferences will be posted. Two written reports will be required during the course. The school will always be open for further independent observation.

GENERAL EDUCATIONAL COURSES

EDUCATION S. 101. *Educational Psychology*. Credit A. 2 points.

Mr. Woelfel.

9.00 A. M.

This course aims to bring to the student an understanding of the relations of psychology to problems confronting the teacher

in the elementary school. Considerations will center mainly about the establishment of keener insight and broader judgment on the part of teachers dealing constantly with the mental and emotional life of children.

EDUCATION S. 102. *Educational Tests and Measurements*. Credit A. 2 points. Mr. Woelfel.

11.00 A. M.

This course will aim to show:

(1) How to improve examinations given in the elementary school; (2) how to deal with test scores; (3) how to assign marks; (4) when and how to use standard tests; (5) how to make graphs; (6) how to measure the general ability of children; (7) how to diagnose difficulties and how to remedy them. A small laboratory fee is required.

EDUCATION S. 103. *Education and Social Change*. Credit A. 2 points. Mr. Woelfel.

8.00 A. M.

A series of class discussions aiming to show the educational bearing of such topics as the following: Crime and Penal Reform, Mental Disease, Family Life, Juvenile Delinquency, Public Health, Social Hygiene, Immigration, Race Friction, Public Opinion, Social Unrest.

RURAL EDUCATION

EDUCATION S. 104. *The Rural School*. Credit A. 2 points. Mr. Hulsizer.

9.00 A. M.

The course will deal with units of professionalized subject matter which fulfill the aims of elementary education in rural schools. The required reading will consist of examples of such units in English, reading, arithmetic, and the social studies, as have been actually carried out by teachers in practical rural school situation. The course will place special emphasis on the organization of school routine in such ways as to use the learning situations in the school and in life as habit and attitude builders for children. The organization dealing with the individual child, the small ability-groups and the whole school as working units, and the use of local environment as the basis for

the understanding of the larger community—are the two constant factors in the course.

Students registered in the course will be required to work out a problem for themselves which they may use on return to their schools. This problem will include references, seat work materials, collections, etc., and will suggest children's activities.

EDUCATION S. 105. *The Rural Community and the School*. Credit A. 2 points. Mr. Hulsizer.

12.00 M.

This course will offer a discussion of rural problems and examples of practical solutions found in communities like our own. More exactly, the course will center about economic and social problems, on cultivating pride in the human and natural resources of the community, and on the school as the future community in embryo. The students registered in the course will be required to organize a yearly program for Parent-Teacher Associations with these factors in mind.

ELEMENTARY SCHOOL METHODS

I—PRIMARY GRADES

EDUCATION S. 106. *Studies in Education of Children in the Primary Grades*. Credit A. 2 points. Miss Brust.

9.00 A. M. Section I.

10.00 A. M. Section II. Advanced Course.

This course is intended primarily for teachers of grades one to three, inclusive. It will consider: (1) the aims and principles underlying the teaching of units of work. The subjects, reading, language, arithmetic, and writing, will all receive a unified treatment in this course, with special emphasis on methods in reading, as an approach to all other learning.

EDUCATION S. 107. *Correlation of the Various Content Reading Materials and Social Activities in the Primary Grades*. Credit A. 2 points. Miss Brust.

12.00 M.

This course is based upon the psychological principles underlying the child's development. Its purpose is two-fold: (1) in aiding the teacher to direct the various types of learning in which children engage in these grades, and (2) in bringing about the socialization of the child through his activities and his learning. Only experienced teachers will be admitted to this course.

EDUCATION S. 108. *Studies in Education of Children in Grades 4 and 5.* Credit A. 2 points. Miss Steele.

10.00 A. M. Section I. (For those who have taught two years or less.)

12.00 M. Section II. (For those who have taught more than two years.)

This is an integrating course, aiming to bring together the various studies of the curriculum around carefully selected activities typical of children's interests in these grades, due consideration being given to environmental conditions. Especial attention is given to the factors which provide for and which indicate children's growth through participation in units of work in reading, composition, arithmetic, civic training, school assemblies, etc.

EDUCATION S. 109. *Studies in Education of Children in Grades 6 and 7.* Credit A. 2 points. Miss Steele.

9.00 A. M.

This course is similar to Education s. 108, and is designed for Grades 6 and 7.

SUBJECT-MATTER COURSES

ART

ART S. 150. *Art for Children.* Credit A. 2 points. Miss Hedian.

9.00 A. M.

This course will be built around elementary stories and poster designs. It will include practical problems that can be used for classroom work and which will involve study of design, color, peasant and historic costume, lettering and object drawing.

ENGLISH

ENGLISH S. 110. *English Composition and Grammar.* Credit A. 2 points. Miss Frum.

8.00 A. M.

One aim of this course is to make the teacher's habitual speech and writing as good as a teacher's should be. This end is sought through a review of the principles of composition and grammar in a practical study of usage in spoken and written language, in an improved and increased vocabulary, and in a better understanding of the sentence-sense. Appropriate composition situations and corrective exercises will be used to prepare teachers to plan effective methods in teaching composition in the elementary schools. The aims, the subject-matter, and the methods involved will be shown through demonstration lessons.

EDUCATION S. 111. *Children's Literature*. Credit A. 2 points.
Miss Frum.

9.00 A. M. Section I.

~~12.00~~ 10.00 A. M. Section II.

An interpretative study is made of literature for the grades, from one to eight; selections of different types illustrating fitness for various purposes will be used. Methods of teaching literature in general; reading and discussing children's books; story telling; oral reading, dramatization; reference study; and demonstration lessons—are other topics to be considered in the course.

EDUCATION S. 112. *Introductory School Geography*. Credit A.
2 points. Mr. Walther.

9.00 A. M.

This course includes an inventory of the values to be realized in the elementary curriculum through the subject of geography; a study of the opportunities for teaching incidental geography in other subjects and projects of the primary grades; and a review of the subject-matter suitable for the third, fourth and fifth grades. The practical aspects of home geography, excursion geography, world geography, journey geography and world-lure are discussed, emphasis to be determined by the practical needs of the members of the class. The work includes lectures, discussions, excursions and suitable readings.

EDUCATION S. 113. *Intermediate School Geography*. Credit A.
2 points. Mr. Walther.

10.00 A. M.

A study of the principles controlling the selection and teaching of the subject-matter of geography for the pupils of the grammar and junior high school grades. Emphasis is placed upon the study habits and procedures as involved in the problem method and the special technique of the subject. The work will include a study of the United States, Latin America and Europe, from the regional, political and economic point of view. Lectures, discussions, collateral readings and map work.

GEOGRAPHY S. 151. *Fundamentals of Geography*. Credit A.
2 points. Mr. Walther.

12.00 M.

This course is designed to give teachers an appreciation of the spirit of modern geography, so that they may get the proper articulation in the teaching of the subject. The materials of

the course are organized from the point of view of man's conquest and exploitation of his environment in relation to his needs. The course aims to bring out the larger principles and relationships of the subject. Much of the illustrative material can be used directly in grade teaching. Environment and response; the distribution of population; regions and trade; transportation and the location of cities—are some of the subjects considered. Lectures, readings and discussions.

HANDWRITING

EDUCATION S. 114. *Principles Underlying the Teaching of Penmanship.* Credit A. 2 points. Miss Weidman.

8.00 A. M. Section I.

10.00 A. M. Section II.

12.00 A. M. Section III.

The course provides experience through the use of the "Standard Practice Tests in Handwriting" developing the basic principles underlying the practice tests and the technique and classroom procedure involved in the use of the tests. The important values developed in this course of study are: (1) individual and group instruction; (2) a definite technique of study; (3) a means for the individual pupil to progress at his best rate; (4) a procedure which provides growth in the development of social habits as well as skill to write; and (5) use of tests as an aid in instruction and as a means of measuring progress.

The materials and method make it possible for one teacher to handle a school room consisting of a number of classes, and yet give each child adequate individual instruction. Opportunity will be given for individual improvement in handwriting, blackboard practice, observation of classroom work, and study of individual writing difficulties. *There will be a small laboratory fee.*

HISTORY

HISTORY S. 152. *A Study of the Background of European History.* (Professionalized Subject Matter for the Grades.) Credit A. 2 points. Miss Bader.

8.00 A. M.

There is comprised in this course a rapid survey of the development of civilization, treating the large movements of history and the life story of special groups in their relation to one another and as parts of a great whole. The course begins with the story of prehistoric man and traces the early stages of culture in Egypt, in Asia, around the Mediterranean, and in the medieval states of Western Europe, extending from Charlemagne to the

period of American colonization. Special reports, collateral readings, notebooks and map work are required.

References most frequently used are:

Breasted: Ancient Times.
Webster: Early European History.
West: Early Progress.
Thorndike: History of Medieval Europe.
Robinson and Beard: Outlines of European History.

HISTORY S. 153. *Modern European and English History*. (Professionalized Subject Matter for the Grades.) Credit A. 2 points. Miss Bader.

10.00 A. M.

This course deals with the history of Western Europe from the period of American colonization to the present time. Special emphasis is placed upon the relation between modern European States and the United States of America and other World Powers.

References most frequently used are:

West: Modern Europe.
Webster: Medieval and Modern History.
Hayes: Modern History.

HISTORY S. 154. *American History*. (Professional Subject Matter for the Grades.) Credit A. 2 points. Miss Bader.

11.00 A. M.

This course deals with the history of the United States from 1763-1926. Emphasis is placed on the large movements in American history, which are treated from a social and economic point of view rather than political. Class reports, notebooks, collateral reading and map work are required.

References frequently used are:

Beard and Beard: History of the United States.
McLaughlin: History of the United States.
Beard and Bagley: History of the American People.
West: Our Republic.
Forman: American Democracy.

HEALTH AND HYGIENE

EDUCATION S. 115. *Health Education*. Credit A. 2 points. Miss Dowell.

10.00 A. M. Section I.

12.00 M. Section II. An advanced course.

This course gives a survey of the factors that aid in maintaining the health of the school child. It also aims to teach the

principles which should govern the selection of materials and methods for health teaching and training in the elementary grades and includes the work of clubs and organizations, such as the Boy and Girl Scout and Campfire organizations, in promoting health. Personal Hygiene, First Aid and Safety will be dealt with as they come up in the planning of a health program. Opportunity will be given for the observation of health work in the grades.

INDUSTRIAL ARTS

EDUCATION S. 116. *Principles Underlying the Teaching of Industrial Arts in the Primary Grades.* Credit A. 2 points. Mrs. McCord.

9.00 A. M.

This course is planned for the teachers who expect to teach in the graded schools and in rural schools. The course is designed to develop appreciation and understanding of the things of our environment which are the result of man's inventions to meet his material and aesthetic needs, and to open up the many possibilities in practical arts of serving as avenues of approach to the other subjects of history, geography, arithmetic, etc. The course is not given with the thought that it shall be taught as a separate subject requiring a special teacher to conduct the industrial art lessons, but as a subject to be adapted and used by the elementary teacher; to stimulate the spirit of inquiry and investigations of questions which arise in the various subjects by making them concrete.

The subject matter of the course will include: How the race provides itself with food, shelter and clothing; how the race records itself; and how the race supplies itself with utensils. The chief materials used in the course will be paper and cardboard, wood, clay, textiles, foods and some metal. *There is a small laboratory fee.*

EDUCATION S. 117. *Principles Underlying the Teaching of Industrial Arts in the Grammar Grades.* Credit A. 2 points. Mrs. McCord.

11.00 A. M.

(See note to course 116.) *There is a small laboratory fee.*

MATHEMATICS

MATHEMATICS S. 156. *Mathematics.* Credit A. 2 points. Mrs. McCord.

12.00 M.

A review of general mathematics—arithmetic, algebra and plane geometry—specially planned for all grade teachers who desire to take a course in subject-matter.

MUSIC

EDUCATION S. 119. *Principles Underlying the Teaching of Music in the Elementary School.* Credit A. 2 points. Miss McEachern.

10.00 A. M.

This course is devoted to the study and demonstration of material and methods for teaching music in the elementary school. It includes: rhythmic development of children; the child voice; remedial measures for the non-singer; introduction of notation; rote song repertory; and music appreciation with the aid of the phonograph.

MUSIC S. 157. *Elements of Music.* Credit A. 2 points. Miss McEachern.

8.00 A. M.

An intensive study of the three elements of music: rhythm, melody, and harmony; introduction of notation; ear and eye study of common tonal and rhythmic problems; and individual sight reading of music of the type of study songs of the first three grades. While this is a subject matter course, it is based upon especially selected song material suitable for classroom use.

MUSIC S. 158. *Voice and Piano.* Miss Schroeder.

This course is given for those students who wish to continue their education through private vocal or piano lessons. *Fee \$15.00 for ten lessons, including use of the piano; hours to be arranged with the instructor.*

NATURE STUDY

EDUCATION S. 118. *Nature Study.* Credit A. 2 points. Miss Dowell.

8.00 A. M.

Through this course the students are given in the classroom and in field study a general acquaintance with the common objects and processes that affect human life and interests. The course aims to develop an appreciation of the world around one and to show the importance and use of nature study in the teaching of other elementary subjects, such as geography, industrial arts, English and hygiene. *There will be a small laboratory fee.*

PHYSICAL EDUCATION AND RECREATION

EDUCATION S. 3. *Physical Education and Recreation.* Credit B. 1 point. Dr. Burdick and Miss Jamart.

9.00 A. M. Section I.

10.00 A. M. Section II.

The relation between general education and physical education, including play, athletics and medical inspection; and practical instruction in games for younger and older children will be stressed. This course is given in two sections.

SCHEDULES OF CLASSES

(Subject to change)

Period I 8.00 - 8.50	<ul style="list-style-type: none"> Ed. s. 103 Education and Social Change, Mr. Woelfel. Eng. s. 110 English Composition and Grammar, Miss Frum. Ed. s. 114 Section I. Principles Underlying the Teaching of Penmanship, Miss Weidman. Ed. s. 118 Nature Study, Miss Dowell. Hist. s. 152 A Study of the Background of European History, Miss Bader. Music s. 157 Elements of Music, Miss McEachern.
Period II 9.00 - 9.50	<ul style="list-style-type: none"> Ed. s. 3 Section I. Physical Education and Recreation, Dr. Burdick and Miss Jamart. Ed. s. 101 Educational Psychology, Mr. Woelfel. Ed. s. 104 The Rural School, Mr. Hulsizer. Ed. s. 106 Section I. Studies in Education of Children in the Primary Grades, Miss Brust. Ed. s. 109 Studies in Education of Children in Grades 6 and 7, Miss Steele. Ed. s. 111 Section I. Children's Literature, Miss Frum. Ed. s. 112 Introductory School Geography, Mr. Walther. Ed. s. 116 Principles Underlying the Teaching of Industrial Arts in the Primary Grades, Mrs. McCord. Art s. 150 Art for Children, Miss Hedian.
Period III 10.00 - 10.50	<ul style="list-style-type: none"> Ed. s. 3 Section II. Physical Education and Recreation, Dr. Burdick and Miss Jamart. Ed. s. 106 Section II. Studies in Education of Children in the Primary Grades, Miss Brust. Ed. s. 108 Section I. Studies in Education of Children in Grades 4 and 5, Miss Steele. Ed. s. 111 Section II. Children's Literature, Miss Frum. Ed. s. 113 Intermediate School Geography, Mr. Walther. Ed. s. 114 Section II. Principles Underlying the Teaching of Penmanship, Miss Weidman. Ed. s. 115 Section I. Health Education, Miss Dowell. Ed. s. 119 Principles Underlying the Teaching of Music in the Elementary School, Miss McEachern. Hist. s. 153 Modern European and English History, Miss Bader.
Period IV 11.00 - 11.50	<ul style="list-style-type: none"> Ed. s. 1 Demonstration School, Two-Room, Miss O'Neill and Miss Smith. Ed. s. 2 Demonstration School, One-Room, Mr. Hulsizer and Mr. Phipps. Ed. s. 102 Educational Tests and Measurements, Mr. Woelfel. Ed. s. 117 Principles Underlying the Teaching of Industrial Arts in the Grammar Grades, Mrs. McCord. Hist. s. 154 American History, Miss Bader.
Period V 12.00 - 12.50	<ul style="list-style-type: none"> Ed. s. 105 The Rural Community and the School, Mr. Hulsizer. Ed. s. 107 Correlation of the Various Content Reading Materials and Social Activities in the Primary Grades, Miss Brust. Ed. s. 108 Section II. Studies in Education of Children in Grades 4 and 5, Miss Steele. Ed. s. 114 Section III. Principles Underlying the Teaching of Penmanship, Miss Weidman. Ed. s. 115 Section II. Health Education, Miss Dowell. Geog. s. 151 Fundamentals of Geography, Mr. Walther. Math. s. 156 Mathematics, Mrs. McCord.

Ed. s. 111 - Sec. 2. ¹⁶Children's Literature. Miss Frum

GETTING TO TOWSON

The Maryland State Normal School, at Towson, is located in the county seat of Baltimore County, a short distance north of Baltimore City, on the York Road, along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line of street cars transferring to the Towson car (Number 8), whose route eastward and northward to Towson is along Lombard street to Paca street, to Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to York road, to the Normal School grounds.

From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car; ride north; transfer at York road and Gorsuch avenue, to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk from the Normal School.

Students' baggage can be handled through the school office, by special arrangement with our local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.

?

Where are you going to Summer School this year? Why not take advantage of the opportunities for college credit and continued professional education through the courses offered at the Maryland State Normal School at Towson? Remember that Towson is a summer residence town, cool and attractive—with Baltimore close at hand.

STOP! LOOK!! LISTEN!!!

If you need subject-matter courses,
we give them.

The
MARYLAND
STATE NORMAL SCHOOL
AT
TOWSON



Announcement
1926---1927

CALENDAR FOR 1926-1927

REGISTRATION:

City Juniors and City Seniors.....	September 7
County Juniors (only).....	September 8
County Seniors	September 10, 11

REGULAR SCHEDULE OF WORK FOR FIRST TERM:

All Juniors	September 9
All Seniors	September 13

DORMITORIES AND TOWSON HOMES OPEN FOR RESIDENT STUDENTS:

Resident Juniors	September 8
Resident Seniors	September 10

ELEMENTARY SCHOOLS:

Registration	September 9, 10
Regular Work	September 13

THANKSGIVING HOLIDAYS:

Wednesday noon, November 24, to Sunday, November 28, inclusive.

Regular Schedule Followed.....	Monday, November 29
First Term Ends.....	Tuesday, December 7
Term Interim	Wednesday, December 8
Second Term Begins.....	Thursday, December 9
Carol Singing	Tuesday Evening, December 21

CHRISTMAS VACATION:

Wednesday Noon, December 22, to Sunday, January 2, inclusive.

Regular Schedule Followed.....	Monday, January 3
Founder's Day	Friday, January 14
Washington's Birthday (celebrated at school).....	Thursday, February 22
Second Term Ends.....	Friday, March 11
Third Term Begins	Monday, March 14

EASTER VACATION:

Wednesday Noon, April 13, to Tuesday, April 19, inclusive.

Regular Schedule Followed.....	Wednesday, April 20
Professional Examinations for City Students,	Thursday, June 2, and Friday, June 3
(City Students given May 31 and June 1 for study for examinations.)	

Senior Class Schedule Ends (all students).....	Tuesday, June 7
Junior Class Schedule Ends.....	Wednesday, June 8
Third Term Ends.....	Wednesday, June 8

COMMENCEMENT WEEK:

State Volley Ball Meet, under auspices of P. A. L.,	
(Visiting Volley Ball Teams).....	Thursday, June 9 to Saturday, June 11
Alumni Day and Dinner.....	Saturday, June 11
Baccalaureate Sermon.....	Sunday, June 12
Class Day.....	Monday, June 13

SUMMER SESSION Dates to be announced

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STATE BOARD OF EDUCATION AND TRUSTEES
of the
MARYLAND STATE NORMAL SCHOOL AT TOWSON
1926-1927

DR. HENRY M. FITZHUGH, *President*
Westminster

ALBERT S. COOK, A. M.
State Superintendent and Secretary of the Board
Towson

DR. J. M. T. FINNEY
Baltimore

THOMAS CHAMBERS
Federalsburg

MARY E. W. RISTEAU
Sharon

EMORY L. COBLENTZ
Frederick

EDGAR McMASTER
Pocomoke City

TASKER G. LOWNDES
Cumberland

The Towson Normal School Committee

DR. HENRY M. FITZHUGH, *President*

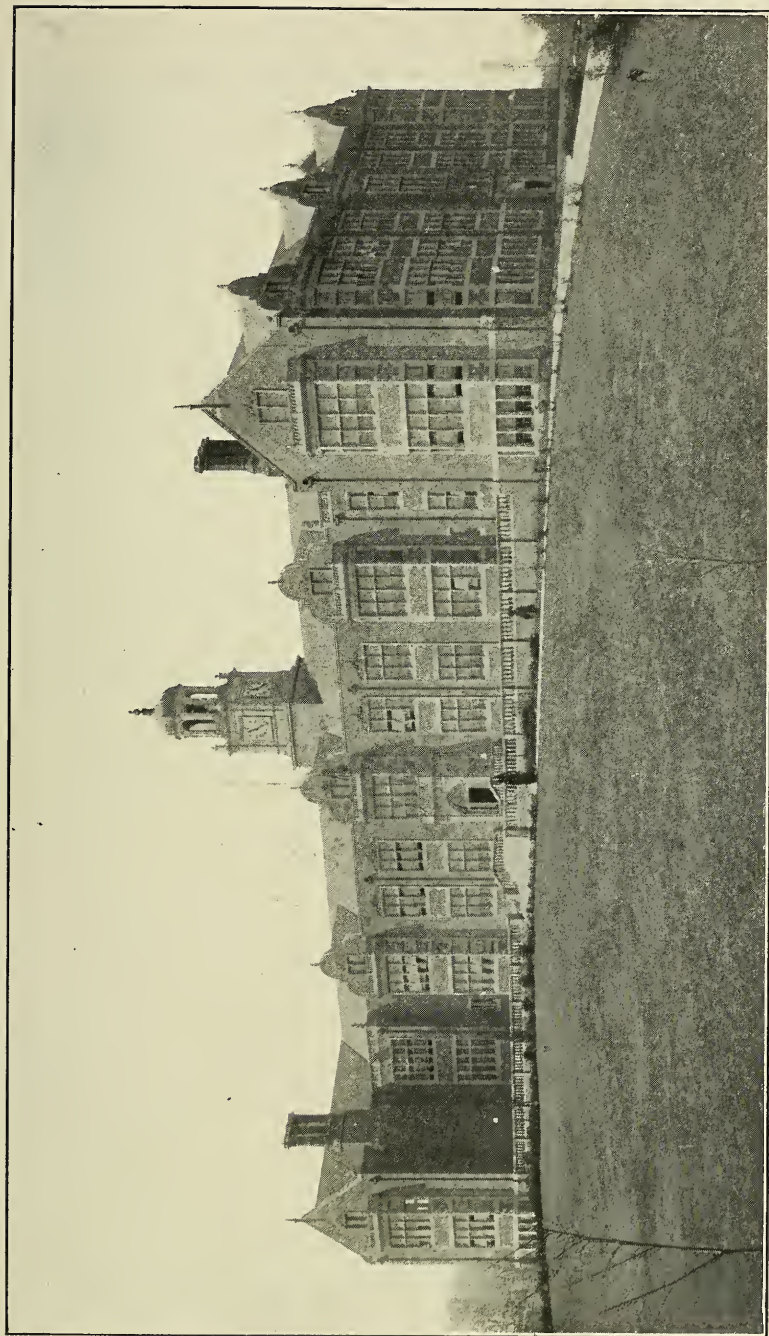
ALBERT S. COOK

DR. J. M. T. FINNEY

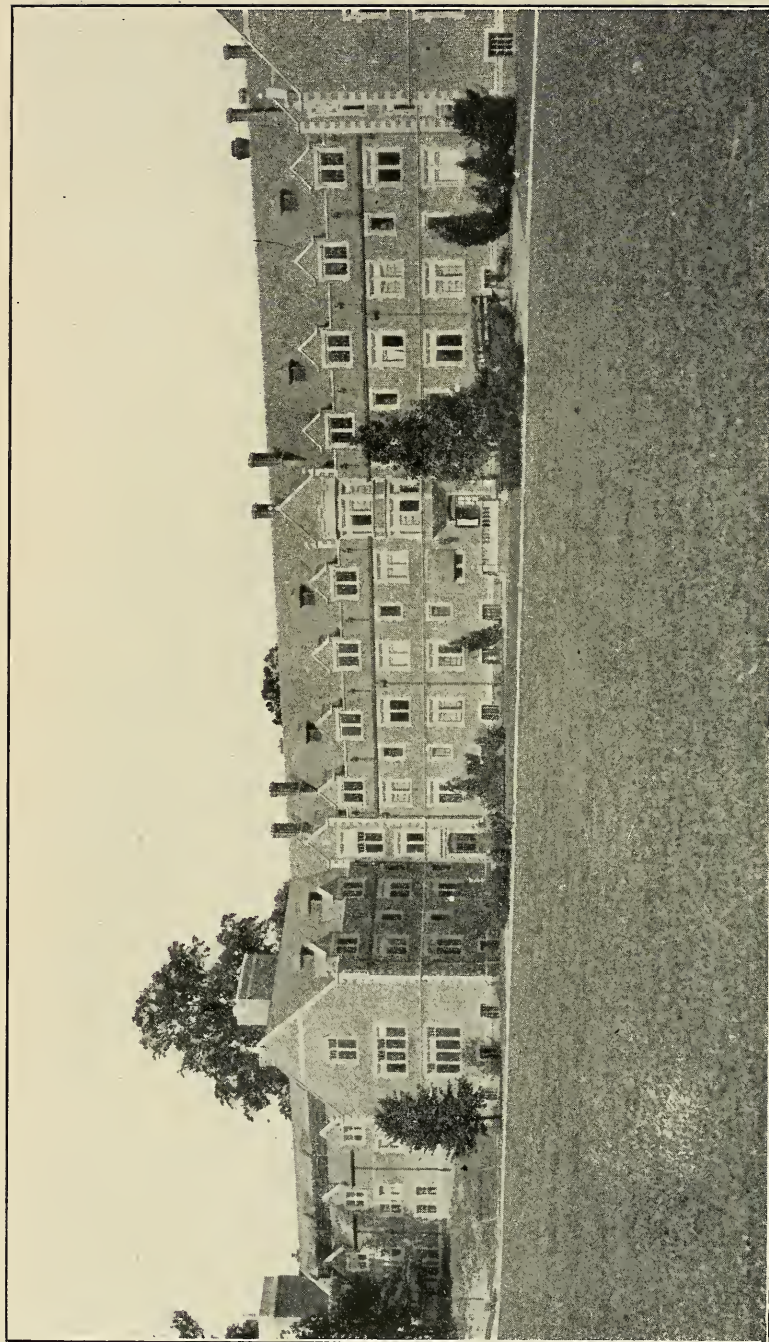
MARY E. W. RISTEAU

EMORY L. COBLENTZ

LIDA LEE TALL, *Principal*



ADMINISTRATION BUILDING, MARYLAND STATE NORMAL SCHOOL AT TOWSON.



RICHMOND HALL

DORMITORY STUDENTS AT THE MARYLAND STATE NORMAL SCHOOL AT TOWSON LIVE IN THESE BUILDINGS.

NEWELL HALL

FACULTY

1926-1927

- TALL, LIDA LEE.....*Principal*
B. S., Columbia University; Litt. D., University of Maryland.
- DOWELL, ANITA S.*Assistant to the Principal, Health Education*
A. B., Goucher College; A. M. and Diploma in Health Supervision,
Columbia University.
- BADER, HARRIET A.....*History and Geography*
Diploma, Normal School, Terre Haute, Indiana; A. B., Terre
Haute, Indiana; A. M., Columbia University.
- BIRDSONG, NELLIE W.....*Psychology*
Diploma, Normal School, Richmond, Va.; B. S. and A. M.,
Columbia University.
- BLOOD, PEARL.....*Geography*
Diploma, Brockport Normal School, New York; A. M.,
Columbia University.
- BROWN, STELLA E.....*Director of Rural Practice*
Diploma, Maryland State Normal School at Towson; B. S. and
Diploma, Elementary School Supervision, Graduate
Work, Columbia University.
- COBB, LEILA M.....*Psychology*
B. S., Columbia University.
- CONKLIN, MARY.....*Health Education, Corrective Gymnastics*
A. B., Goucher College; A. M., Columbia University.
- CONYNE, MARGUERITE.....*Kindergarten-Primary Principles and Materials*
Two years at University of Wisconsin; Illinois State Teachers'
Certificate, Chicago Kindergarten Institute;
B. S., Columbia University.
- COOK, CATHERINE N.*Educational Measurements and Statistics*
A. B., Sweetbriar College, Virginia; A. M., Columbia University.
- ECKFORD, MARY.....*History*
A. B., Mississippi State College for Women; Graduate Student
Columbia University.
- ECKFORD, EUGENIA.....*Industrial Arts*
A. B., Mississippi State College for Women; A. M., Columbia University.
- FRUM, BLANCHE.....*English*
A. B., West Virginia Wesleyan College; A. M., Columbia University.

- HALBERG, ANNA D.....*Director of City Practice*
Diploma, Oshkosh (Wisconsin) Normal; B. S. and A. M.,
Columbia University.
- HALL, MAUDE M.....*English*
Diploma, Normal School, Washington, D. C.; B. S. and A. M.,
Columbia University.
- MCBRIDE, MINNIE F.....*Geography*
B. S. George Peabody College for Teachers; A. M.,
Columbia University.
- MCCORD, CLARA K.....*Industrial Arts*
Diploma, State Normal School, Moorhead, Minnesota; A. B.,
Chicago University; Graduate Work, Columbia University.
- MCEACHERN, EDNA M.....*Music*
B. M. and Diploma in Music, Whitman College, Washington;
A. M., Columbia University.
- MEDWEDEFF, MINNIE V.....*Biology, Nature Study*
Diploma, Teachers' Training School, Baltimore; A. B., Goucher College;
Graduate Work, Columbia University.
- MUNN, ALICE.....*English*
B. S., Columbia University.
- O'NEILL, ALICE.....*Assistant in Supervision of Practice Centers*
B. S., Diploma in Supervision, and A. M., Columbia University.
- ORCUTT, ELEANOR V.....*Mathematics*
A. B., Goucher College; Graduate Work, Radcliffe College.
- OSBORN, MARY L.....*Librarian*
Diploma, Geneseo State Normal School, New York; Diploma,
Library School of New York Public Library.
- PRICKETT, ELMA.....*Music*
Public School Music Diploma. Piano Diploma and A. B., Iowa State
Teachers' College; Graduate Work, Columbia University.
- REITSMA, DR. HELEN W.....*Health Education*
A. B., Mount Holyoke College; M. D., Johns Hopkins Medical School.
- ROACH, MARY E.....*Physical Education*
Diploma, Central School of Hygiene and Physical Education,
New York City.
- SAMMIS, ETHEL E.....*Physical Education*
Diploma, Central School of Hygiene and Physical Education,
New York City.
- SCARBOROUGH, MARY HUDSON.....*Mathematics*
Diploma, Maryland State Normal School at Towson; A. B.,
Goucher College; A. M. and Diploma in Supervision
of Mathematics, Columbia University.

Campus Elementary School Faculty

Observation, Demonstration and Student Teaching Laboratory

1926-1927

STEELE IRENE M.	Principal
Diploma, Maryland State Normal School at Towson; B. S. and A. M., Columbia University.	
	Kindergarten
SMITH, HARRIET.	First Grade
Diploma, State Normal School, North Adams, Mass.; Student, Columbia University.	
FRUM, ONA PEARL.	Second Grade
A. B., West Virginia Wesleyan College.	
	Third Grade
	Fourth Grade
DOWELL, LUELLA.	Fifth Grade
Diploma, Maryland State Normal School at Towson.	
VAUGHAN, CHARLOTTE A.	Sixth Grade
Diploma, Georgia State College, Milledgeville; B. S., Columbia University.	
PHIPPS, WILLIAM F.	Seventh Grade
Anne Arundel County Public Schools; Extension Courses at St. John's College, Johns Hopkins University and Columbia University.	
STOLL, MARY F.	Assistant Elementary School Instructor
Diploma, Maryland State Normal School at Towson.	

Affiliated Training Centers—Baltimore City

1925-1926

KATHERINE HODGSON.	Kindergarten, School No. 60
Francis and Clifton Streets.	
NELLIE SCHREIBER.	Kindergarten, School No. 51
Thirty-fourth and Frisby Streets	
ZELMA THOMPSON.	Kindergarten, School No. 25
Bond Street near Fleet	
M. JOSEPHINE KRAGER.	First Grade, School No. 14
Linden Avenue and Wilson Street	
PAULINE RUTLEDGE.	First Grade, School No. 51
MARGARET EULER BOND.	Second Grade, School No. 51
Thirty-fourth and Frisby Streets	
MARTHA BUSCHMAN.	Second Grade, School No. 97
Jackson Place	

MILDRED WHITE.....	Second Grade, School No. 86
HELEN LERIAN.....	Third Grade, School No. 86
Mulberry and Payson Streets	
HELEN G. TILGHMAN.....	Third Grade, School No. 97
Jackson Place	
LOUISE CARPER.....	Third Grade, School No. 213
Govans Avenue and Campbell Lane	
WINIFRED BARRETT.....	Fourth Grade, School No. 86
Mulberry and Payson Streets	
ISABEL M. JOHNSTONE.....	Fourth Grade, School No. 22
Scott and Hamburg Streets	
MARGUERITE STOTLER.....	Fourth Grade, School No. 83
Lakewood Avenue and Orleans Street	
MARY L. BROENING.....	Fifth Grade, School No. 22
Scott and Hamburg Streets	
MARY CARROLL.....	Fifth Grade, School No. 97
Jackson Place	
ANNA CHESNO.....	Fifth Grade, School No. 86
Mulberry and Payson Streets	
KATHERINE ERLMEIER.....	Fifth Grade, School No. 213
Govans Avenue and Campbell Lane	
LOUISE GUIDER.....	Sixth Grade, School No. 86
MARGARET L. HIRSCHMAN.....	Sixth Grade, School No. 86
Mulberry and Payson Streets	
MARY BRAUN.....	Seventh Grade, School No. 213
Govans Avenue and Campbell Lane	
LIDA L. THOMASON.....	Seventh Grade, School No. 65
Poplar Grove Street and Lafayette Avenue	

Affiliated Training Centers—1925-26

BALTIMORE COUNTY

GERTRUDE BUCKLEY.....	Intermediate Grades, Bare Hills
MILDRED BUCKLEY.....	Primary Grades, Bare Hills
MARY GROGAN.....	First Grade, Towson
RUTH GUYTON.....	Sixth Grade, Fullerton
MARY L. HIPSLEY.....	One-room School (7 grades), Ridge
NANA HORN.....	Primary Grades, Pine Grove
MARGARET EWING.....	Intermediate Grades, Pine Grove
KATHERINE LOGAN.....	Intermediate Grades, Timonium
ANNA LOGAN.....	Intermediate Grades, Baynesville
VELMA REMLEY.....	Primary Grades, Baynesville

HARFORD COUNTY

ALMA THOMPSON.....	Third Grade, Belair
BESSIE KELLY.....	First Grade, Belair

ANNE ARUNDEL COUNTY

HOFFMAN, LILLIAN W.....	Linthicum Heights
FYFFE, BEULAH H.....	Linthicum Heights

Library

OSBOEN, MARY L.....	Librarian
HOLT, GERTRUDE.....	Assistant Librarian
BIENEMANN, RUTH L.....	Assistant Librarian
STITZEL, FURN.....	Assistant in Library
YODER, MERLE.....	Assistant in Library

Office

Principal's Office:

ROSE, E. EURITH.....	Secretary to the Principal
GILBERT, ADDA L.....	Stenographer
HARTLEY, DOROTHY E.....	Assistant

Registrar's Office:

CARLEY, GERTRUDE.....	Registrar and Business Manager
DEBAUGH, AGNES.....	Assistant to the Registrar
RAWLINGS, CATHARINE.....	Business Clerk
HARTLEY, ETHEL.....	Clerk

Dormitory

SPERRY, RUTH C.	Social and Dormitory Director B. S., Columbia University.
GROSS, LENNA.....	Assistant Dormitory Director Certificate in Industrial Management, Simmons College.
RUDD, HELEN M.....	Dietitian Two Years, University of Montana.
GUNN, CAROLYN.....	Assistant Dietitian in charge of School Cafeteria B. S., Columbia University.
REITSMA, DR. HELEN W.....	Resident Physician A. B., Mount Holyoke College; M. D., Johns Hopkins Medical School
RILEY, JENNIE.....	Resident Nurse Graduate Nurse, Worcester, Mass., Hospital Training School.
SKIPPER, CHRISTINE.....	Clerk
WHEELER, ROSE	Assistant

WHO SHOULD ELECT TEACHING AS A PROFESSION

The selection of a life career should be made after careful consideration of all the factors involved. Are you considering the teaching profession? Investigate intelligently at least, along these three lines: (1) The status of teaching in Maryland; (2) the personal qualifications of candidates; (3) the opportunities in the profession.

Status of the Profession in Maryland

In Maryland there are about 4,946 white teachers in elementary schools, of whom 3,058 are teaching in the elementary grades in the twenty-three counties and 1,888 in Baltimore City. In the counties, about eight per cent. of these are teachers on third-grade certificates; about nineteen per cent. on second-grade certificates; and nearly three-fourths on first-grade certificates. In Baltimore City all are teaching on first-grade certificates. The educational objective in a forward looking and progressive State is to place "a trained teacher in every classroom" in the schools of the State. Therefore, to do their duty by the people of Maryland the Normal schools of the State should have in attendance at least one thousand students, so that five hundred trained teachers can be counted upon yearly to take the places of the five hundred teachers who leave the field each year.

Personal Qualifications

High school graduates who elect the teaching profession as their chosen field should be those who have considered all the professional fields; medicine, law, engineering, institutional management, education—and after due study of their own aptitudes for these callings should have decided that the field of education holds for them the greatest possibilities for personal growth, special abilities, and success. Such young men and women will be real students; will love children and will be as interested in developing a child's possibilities as a student of medicine is in studying disease or surgery in its remedial and preventive phases; will possess characteristics of leadership; will, if possible, have a sense of humor; and, above all else, will be straightforward and trustworthy, and willing to seek the truth always.

To this type of high school student the normal schools of the country extend a welcoming hand.

Opportunities in the Profession

The profession needs leaders, and for these there are always positions open. Professor E. L. Thorndike says that if education could claim five hundred such leaders as medicine has, represented by such men as Maryland's own Dr. John M. T. Finney and Dr. William Welch of the Johns Hopkins Medical School, and Dr. Simon Flexner of the Rockefeller Institute, education would indeed be looked upon with the respect it deserves among the group of professions. Our slogan is, "A trained teacher in every classroom in the schools of the country." When this is accomplished other results will follow, and the greatest objective a nation can work for will have been reached—*the stamping out of illiteracy and the giving of an equal opportunity to every boy and girl in the United States.*

Opportunities Within the State

The State law for 1922 raised the minimum beginning salary for elementary school teachers from \$800 to \$950 for a normal school graduate or a teacher with a first-grade certificate, with a bonus of \$100 additional for graduates in charge of one or two-teacher rural schools. The counties vary in the minimum for beginning teachers—from \$950 to \$1,200. At present the beginning salary in Baltimore City is \$1,200. Positions at the top are open to gifted and experienced teachers, as principals, as helping teachers, as supervisors, and as county superintendents.

The Towson Normal School graduates of June, 1925, numbering 527 (293 from the counties and 234 from Baltimore City), have been located as follows: Of the graduates from the counties 32 per cent. were placed in one-teacher schools; 19 per cent. in two-teacher schools and 49 per cent. in graded schools. About 72 per cent. returned to teach in their home counties. The supply for the county vacancies is still not large enough to meet the demand. Of the graduates from the city, by December, 52 were placed in the city schools and 52 accepted county appointments.

HISTORY

The Maryland State Normal School at Towson, the oldest and the leading institution in the State of Maryland for the training of elementary school teachers, was created by the Legislature of 1865, and opened on January 15, 1866. It was for a long time Maryland's only institution exclusively devoted to the preparation of teachers for public schools. The old Normal School building, which housed the school on Lafayette Square, in Baltimore, from 1876 until 1915, is gratefully remembered by hundreds of Maryland teachers, and it still stands as one of the most interesting landmarks in the history of public education in Maryland.

In June, 1924, by an arrangement of the Baltimore City School Board with the State Board of Education, the Training School for Teachers in Baltimore City was closed and plans were effected so that all the senior students of the Teachers Training School would finish their required second year at the State Normal School at Towson and all new city students from the high schools would henceforth enroll regularly in the State Normal. The opening of the year 1925-1926, therefore, is an historic milestone in the development of the school, and in teacher training particularly. The enrollment in September, 1924, numbered 510 from Baltimore City and 614 from the counties of the State. In September, 1925, 926 students registered, 407 from Baltimore City and 519 from the counties.

LOCATION AT TOWSON

In the autumn of 1915 the school was moved into splendid new quarters in South Towson, in Baltimore County, where, under the supervision of the Maryland State Normal School Building Commission, the State made an educational investment of more than \$840,000. This location is ideal. The grounds, 88 acres in extent, comprise beautiful lawns, athletic fields, woodland, residence halls, and truck gardens contributing to the support of the residence halls. There is abundant opportunity for healthful outdoor recreation, for connecting up school instruction with field study of the real things of nature, and for gaining practical knowledge and experience from the various regular and extra-school activities of the institution.

Though entirely removed from Baltimore, the school is near enough to Maryland's great city to permit of trolley trips to Baltimore for visits to the art galleries, for attendance upon concerts and lectures, and for other cultural purposes. From time to time, also, on Saturdays and holidays, boarding students may conveniently meet their parents for a day together in Baltimore. Moreover, the mail, express and other conveniences of Towson are immediately at hand; and the schools of Baltimore (for the

city students), Timonium, Baynesville, Ridge, Belair, Anne Arundel County, and other nearby places (for the county students), afford opportunities to visit typical urban, suburban and rural schools, and to undertake their practice teaching under normal conditions.

BUILDINGS

The main buildings are the Administration Building, Newell Hall, Richmond Hall and the Power House.

Administration Building

The Administration Building contains the executive offices, reception rooms, auditorium, lecture rooms, classrooms, laboratories, the library, the home economics department, and the cafeteria and dining room for the accommodation of day students. In this building also is located the Elementary School that serves as the laboratory school for demonstration, observation and practice work, being a regular seven-grade suburban school for children living in the Towson district immediately surrounding the school, and for children from Baltimore City in the proximity of the school.

The Library

The main floor of the North wing of the Administration Building is devoted to library purposes, with an office and two large reading rooms containing nearly 30,000 volumes. Of this number, approximately 7,000 are charged out as texts for the term, and 20,000 are maintained for reference and reading through the day, and circulated for overnight use.

The reference collections of standard encyclopaedias are to be found in both rooms, and the selected group of current periodicals is arranged with late numbers in the Main Room and reference files in the Annex.

Our larger school (September, 1924) has set a greatly increased standard in books and equipment for us to reach, and the school has made a stupendous effort during the past two years to meet national standards for teacher training institutions of our present size. In the Annex, a messanine floor and gallery with shelving to hold 10,000 volumes has been erected. Between 5,000 and 6,000 new books have been purchased, notable additions being made in the collections for teaching reading, geography, history, hygiene and industrial arts.

A small but carefully chosen fiction collection is maintained for purposes of recreation, literary reference and formation of reading habits; and our magazine list includes all the "Quality Group," plus the best educational and current event titles.

Practice in the use of the library is assured by assignments from all departments covering required work, supplementary reading and the use of periodicals and indexes.

By arrangement with the elementary school, library reading or story-telling periods are conducted for each grade. Students have the privilege of observation and occasional participation in these story-telling groups. In the winter of 1926 an elementary school room was fitted up as a library for children—"their very own library"—and their parents have generously contributed money for the purchase of books.

LIVING ACCOMMODATIONS

Newell Hall

Newell Hall, the main dormitory, is constructed on a plan affording room and bath facilities quite superior to those ordinarily found in even the best of the private boarding schools and colleges. The unit of the plan, fully carried out on the first two floors, is a pair of rooms with commodious bath between them. Rooms accommodate two, three, or four students. The third floor has the common dormitory arrangement of group baths at the two ends of the corridor. Newell Hall will house two hundred and eighty students.

The Infirmary and Health Service

In Newell Hall a suite of five rooms, four for the women students and one for the men, at the extreme southeast end of the main corridor of the building, where there is much privacy and sunlight, is set aside for infirmary purposes, and here, any student taken sick may be cared for, if necessary, away from all other students. There is a special diet kitchen for the infirmary service; and there are a full-time physician and a trained nurse in residence.

Richmond Hall

Richmond Hall, named after the former principal, Sarah E. Richmond, beloved and honored by all the Alumni for her long connection of fifty-five years with the School, is connected with Newell Hall. It was completed September, 1924. This Hall accommodates 130 students in comfortable rooms, most of which are for two students. There are a few single rooms, and sleeping-porch accommodations for sixteen students. The new social room on the first floor provides a restful and homelike place where students may enjoy their leisure time or receive their friends.

The Dining Room

The present dining room in Newell Hall has been enlarged by the addition of two attractive wings. These allow for the seating of 550 students where before only 180 were accommodated at a sitting.

Luncheon is served cafeteria style, but breakfast and dinner are service meals when all are seated. In this way the courtesies of table conduct and social life become a part of the regular student life.

Out-of-Dormitory Accommodations

By September, 1922, the enrollment had increased to such proportions that the limit of dormitory capacity, which accommodated three hundred and eighty-five resident students, had been reached. An appeal was made to the citizens in the town to open their homes, and as a result ninety students were placed in most comfortable boarding houses. Each year since then the co-operative plan has been in effect. This arrangement is followed in all college towns where enrollment exceeds dormitory capacity. A list of available rooms is furnished to parents upon request, and the Towson boarding students will assume responsibility for renting and paying for rooms during the school year. Such students, living in the Towson homes, pay \$72 per year to the school for meals and laundry and approximately \$3 a week to the Towson hostess. It costs about \$12 more to room in Towson than in the dormitory because the hostesses must be paid for their rooms during the Christmas and Easter holiday periods.

Supervision of Resident Students

("Resident Students" includes all dormitory and Towson boarding students)

The regular hours of the school day are from 9.00 A. M. to 4.00 P. M.; and day students, upon completing, each day, any assignment they may have after 3.00, are free to leave for their homes, and the school is held for no further responsibility toward them. Day Students are expected to abide by the rule that they will not accept automobile rides with strangers en route to and from the School.

Over the resident students, the instructors, the officers of the dormitories and the hostesses in the Towson boarding homes exercise the customary residence hall supervision and guidance, so that parents may feel assured that their daughters and sons are in the hands of careful, responsible and experienced institutional directors. To this end the hours of the day outside of school hours are systematically arranged in a program of recreation and study or other appropriate duties, efforts being made to have every student interested to a proper extent in recreation and social activities as the needful supplement to study and recitation.

Because these social and recreative activities among students themselves, added to the serious program of studies assigned each class,

are considered sufficient to occupy the whole time of everyone in the dormitories, visits of outside persons are not encouraged on school days or nights. Visitors are, however, received on Friday evenings and Sunday afternoons; but students must register their visitors, so that, whenever it seems desirable, parents may be informed of the guests their sons and daughters are entertaining.

A printed form concerning week-end privileges is filled out by the parents. Parents are earnestly requested not to ask for week-end home privileges for their sons and daughters oftener than once a month. Indeed, the school has found that those students who go home only at Thanksgiving, Christmas and Easter are, in the main, more loyal and studious than those who leave oftener.

Social functions, such as class entertainments, teas, receptions and dances, are planned for all students under faculty chaperonage as a valuable means of promoting the education of the students in the social graces, a very necessary element in the future teacher's equipment.

Attention to the religious interest of the students is given in the form of regular but voluntary chapel exercises in the school and Sunday vesper services in the dormitory. Cordial co-operation is sought between the school and the ministers of the various churches in Towson and Baltimore, so as to encourage the boarding students to attend regularly the church and Sunday School service of their choice. A weekly Bible class is also conducted in the dormitory under the leadership of the Towson ministers.

There is an active Y. W. C. A. organization among the students.

The dormitory is managed partly through a student government organization which is an interesting development of the last four years.

COST AND DORMITORY REQUIREMENTS

For Boarding Students

To encourage capable and ambitious young women and men to enter the profession of teaching and devote some years, if not a lifetime to service in public schools, the State offers all the advantages of the splendid Towson plant, free of any tuition fee. All students who now enter are classed as scholarship students, since any worthy Maryland student, duly certified through scholarship and character as prepared to undertake Normal School work, may obtain admission to the school simply by agreeing to the obligation to teach in the public schools of Maryland for at least two years after graduation. The entrance requirement is fifteen points of high school credit and the recommendation that only students in the upper 50 per cent. of the Senior high school class apply is strongly made.

Dormitory students admitted to rooms in the residence halls are given room, board and laundry, and personal care at the rate of only \$5.00 per week. This charge for the scholastic year of 36 weeks amounts to \$180, payable in two equal installments in advance, \$90 on the opening day in September and \$90 on February 1. In addition to this, three fees, to be paid every year, are required: a \$5 registration fee, a \$5 laboratory fee, and a \$5 health fee.

The \$5 health fee is really a health insurance expedient, for by this fee the health of the student will be carefully safeguarded. A physician and a trained nurse are regularly employed as full-time members of the staff, and doctor's bills for petty ailments are met out of this fund. If, however, a student is ill enough to be sent to a hospital, to need X-Ray or special treatments, the school does not assume responsibility for such expenses. All contagious disease cases are sent immediately to Sydenham Hospital or the Johns Hopkins Hospital, after parents have been consulted.

A room reservation fee of \$10 is required of all applicants who desire board at the school. This fee is deducted from the fixed charges upon entrance.

Cost for Day Students

Day students will pay only the three fees: registration, laboratory and health. They will deposit the breakage fee, which will be refunded at the end of their two years' stay, just as is done in the case of the boarding students, if no damages are charged to the student.

Day students can obtain wholesome hot lunches in the school cafeteria at a very low charge.

Cost and Boarding for Out-of-State Students

Students residing out of the State of Maryland may enter the Normal School and receive free tuition provided they pledge to teach two years in the State after graduating from the School. It is also necessary that a bond be furnished in the amount of \$600, which will be returned when the pledge to teach the two years has been fulfilled. This \$600 represents the difference between the amount the student pays and the actual cost per student, and assures the State that it does not lose in case the pledge is broken. The Fidelity Bonding Company attends to this matter for the School, and for their services the student pays \$10 a year for four years—the two years the student attends the School and the two years he or she teaches in the State of Maryland. The \$600 does not necessarily have to be paid in cash, but the collateral offered must be negotiable. No real estate bond is accepted. This bond must be arranged for before the end of the first week of school, and Mr. Ernest C. Hatch, agent for the Fidelity Bonding Company, Towson,

Maryland, will be glad to furnish any further information that may be desired.

Special Music Instruction

Individual music instruction, if desired, can be arranged for at the School. For this instruction there are special rates according to the instrument and the size of the group. There may be group instruction and individual instruction. Individual instruction is more expensive than group instruction.

Personal Expenses

There are, of course, other expenses incident to college life: Class dues (from \$1.00 to \$2.00 each year), Athletic Association dues (\$2.00), Literary Society dues, club dues, etc. A regular allowance should be provided by the parents for these and other personal needs, the minimum amount to be not less than \$1.00 a week or, preferably, \$50.00 for the year.

What to Bring With You

Every student must furnish for personal use: towels; toilet soaps; bureau scarfs; a quilted pad for the bed, size 72 in. by 30 in. (these can be purchased in the School Book Shop); one pair of blankets. One pair of blankets is furnished by the school. Each student should also bring two laundry bags, two tumblers, two spoons, and six table napkins.

The required uniform for athletics is: Two all-white middy blouses, a black tie, a pair of black or dark blue bloomers, black stockings and white tennis shoes (sneakers). Knickers may not be worn for athletic work. Each student must be provided with shoes and rubbers or high arctics so as to be properly protected for bad weather.

Each student will be furnished with one new electric bulb for her room at the beginning of the year—these must be replaced when burned out. No electric stoves, curlers or electrical appliances, except student lamps of standard make, are permitted. (Gas-jets are provided for the heating of curling irons.) No cooking is allowed in students' rooms. Neither is laundering allowed in rooms—it must be done in the students' laundry, which is well equipped for that purpose.

Women students are allowed the following pieces of laundry each week: 2 combinations; 2 pairs bloomers; 2 brassieres; 2 vests; 1 slip or underskirt; 3 towels; 2 wash cloths. Stockings and handkerchiefs will not be laundered in the main laundry.

The following is a list of the laundry allowed to men students per week: 2 pieces of underwear; 2 pairs of socks; 6 handkerchiefs; 2 towels; 3 shirts; 6 soft collars; 2 pairs pajamas; 2 wash cloths.

All extra laundry must be paid for at commercial rates.

Men students wear their coats for all classroom recitations and in the dining room; sweaters can be used only on the athletic field and in the men's own rooms.

No boarding student will be permitted to house a personally owned automobile on the campus or in Towson for his or her permanent use.

Woven laundry markers, specially numbered, must be attached to all articles sent to the laundry, and for these markers, which must be purchased at the School, there is a charge of \$1.00. A breakage or property deposit of \$5.00 is required of all students. This will be refunded at the close of the two-year course if the student has not broken or destroyed any of the dormitory furniture or furnishings.

SUMMARY OF FEES

Registration fee (required of all students).....	\$5.00 per year
Laboratory fee (required of all students).....	\$5.00 per year
Health fee (required of all students).....	\$5.00 per year
Property-damage deposit, to be refunded at end of Senior year if no breakage is charged to the student (required of all students) . per two years	\$5.00
Laundry markers (for boarding students).....	\$1.00 per year
Piano, other instruments or vocal instruction.....	Fee named upon request
Practice fee for use of piano.....	\$10.00 per year
Board in the Dormitories.....	\$180.00 per year
Rooms in Towson (students rooming in the town pay \$72.00 to the school for meals and laundry and \$3.00 per week for room in a Towson home.)	
Use of students' laundry (for boarding students).....	\$1.00 per year

APPLICATIONS FOR ADMISSION

Blank applications for admission will be furnished upon request. Such blanks should be filled out and sent to the School well in advance of the student's coming, so that the reply from the School can inform the student as to the entrance requirements and the assigned dormitory reservation. If, after a boarding student has been given a room assignment in one of the resident halls, or in the Town of Towson, circumstances arise to prevent the student from attending Normal, that fact should be immediately communicated to the School, so that the room reservation thus surrendered may be available for another student. A room deposit of \$10 (ten dollars) is required. This amount is deducted from the fixed charges upon registration.

Additional Information

Additional information and answers to particular questions that students or parents may wish to ask will be gladly furnished.

Address: LIDA LEE TALL, *Principal*,

The Maryland State Normal School at Towson,

Towson, Maryland.

GRADING

A modified form of the Missouri marking system is used. The grades are designated by the following symbols: A, B, C + C, C — D, F. "D" grade is the lowest passing mark, yet is considered unsatisfactory, and "F" is a failure, which means a complete take-over of the course so marked. Any student receiving more than two failures during any one term will be dropped from the School, and any student adding a failure to two failures made during a preceding term will be required to attend the school longer than two years to complete the course. Any student receiving more than five unsatisfactory grades (D's and F's) during the year will be advised to withdraw.

ABSENCES

Three unexcused absences in any one term will fail the student for the entire term's work, necessitating a complete take-over of all the subjects given during that term, and adding another twelve weeks to his two years in the School.

A day student may be excused for a single day's absence due to personal illness only upon presentation of a note from the parent or guardian.

However, his case will be investigated by the faculty advisor if he has more than three such absences in any one term. A doctor's certificate must be presented for absences covering more than one day.

A resident student may not be excused for absence due to illness unless a note is presented from the school physician or nurse.

Two unexcused tardinesses in any one subject will constitute a failure in that subject for the term.

STATE TEACHERS' CERTIFICATES

Upon receiving the diploma of graduation from the two year curriculum of the Maryland State Normal Schools, the graduate is immediately awarded the State elementary school teacher's certificate of the first grade. This certificate is valid for service in any school in the Counties of the State for three years, and it is renewable upon evidence of successful experience and professional spirit.

The graduates registered from Baltimore City also receive the State's elementary school teacher's certificate of the first grade; and in addition, must take the city professional examinations which admit them to teach in the elementary grades of the Baltimore City School System. This plan is a part of the City Charter and dates back to 1898.

COLLEGE CREDITS

Graduates of the two-year Normal Course, based as it is upon fifteen points of high school credit, will, when matriculating for the B. S. Degree in Education, be given credit by the leading Teachers' Colleges in the country—Johns Hopkins University, Columbia University, the University of Maryland, etc. In all such cases the university requires the right to examine the record of the student, and will grant full credit of sixty points, if the record for scholastic attainment is an acceptable one.

THE CURRICULUM OFFERED

The dominant aim of the Maryland State Normal School is the preparation of teachers for the elementary schools of the public school system. To this end the following principles indicate the general plan upon which the course of study is based:

1. The definite field of work of this school is the training of teachers for the elementary schools. To graduate as a teacher for the elementary schools indicates a high professional and academic outlook as well as ability for social and civic leadership.

2. Courses are so planned as to make a definite contribution to the training of teachers in a way that will lead on to recognition for college credit in the leading Teachers' Colleges of the country.

3. The objective of all the courses is *participation* in the actual work of teaching.

4. The course provides for differentiated curricula leading to specialization in grade and rural positions. These differentiated courses follow phases of participation throughout the Junior year.

5. There are four types of courses: First, informational courses which aim to make students intelligent toward their environment. In these courses, though the emphasis is placed upon subject-matter, the application to the practical work of teaching is not neglected. Second, there are courses in which emphasis is laid upon the principles underlying the teaching of special subjects, and in these rich and varied subject-matter is also used. Third, there are courses in the general field of education. Fourth, there is practice teaching, which is the laboratory work of the student teacher.

The Curricula are differentiated into three courses, all leading to the regular diploma of graduation from the Maryland State Normal School at Towson which secures the State elementary school teachers' certificate of the first grade. An essential feature of each curriculum is the division of the school year into three terms, the first or Autumn term, the second or Winter term, and the third or Spring term; and the organization of the work so that every student has a twelve weeks' course (1) in Introduction to Teaching which is given, as the most important of the three teaching courses, during the first term in the Junior year; (2) a twelve weeks' course in participation given during the second or third term in the Junior year; and (3) a twelve weeks' course in student teaching in the Senior year. One-third of the Senior Class each term will be assigned to intensive teaching in the forty Training Centers provided through the courtesy and co-operation of the Baltimore City Board of Education, the Baltimore County Board of Education, the Harford County Board of Education and the Anne Arundel County Board of Education. The three courses offered are:

The Rural School Curriculum;

The Curriculum for Kindergarten and Primary Grades;

The Curriculum for the Intermediate Grades.

Subjects offered during the two years are as follows:

THE CURRICULUM

JUNIOR YEAR

TERM I.		TERM II.	
Subjects:	Periods Per Week	Subjects:	Periods Per Week
Teaching I.....	3	Teaching II.....	3
Ed. Psychology I.....	2	Ed. Psychology II.....	2
Biology or Nature Study.....	4	English II.....	2
English I.....	3	Geography I.....	3
History I.....	3	Health Education II.....	2
Industrial Arts I.....	3	Mathematics I.....	3
Athletics.....	2	Fine Arts.....	2
		Music I.....	2
		Athletics.....	2
	20		21

TERM III.

Subjects:	Periods Per Week
Ed. Psychology III.....	2
Ed. Measurements.....	2
English III.....	3
Geography II.....	3
Health Education I.....	3
History II.....	2
Music II.....	2
Penmanship.....	1
Athletics.....	2
	20

Music III is added to this schedule for county students.

Schedule for Juniors who teach the *first* term of the Senior year:

Intermediate Course

TERM III.

Subjects:	Periods Per Week
Ed. Psychology III.....	2
Ed. Measurements.....	2
English V.....	3
Health Education I.....	3
History II.....	2
Mathematics II.....	3
Music II.....	2
Penmanship.....	1
Athletics.....	2
	20

Kindergarten-Primary Course

TERM III.

Subjects:	Periods Per Week
Ed. Psychology III.....	2
Ed. Measurements.....	2
K.-P. Education.....	4
English V.....	3
Health Education I.....	3
History II.....	2
Music II.....	2
Penmanship.....	1
Athletics.....	2
	21

SENIOR YEAR

Kindergarten-Primary Course

TERM I.		TERM III.	
Subjects:	Periods Per Week	Subjects:	Periods Per Week
*English V.....	3	Hist. and Prin. of Ed.....	3
Health Education III.....	3	English IV.....	3
History III.....	3	Geography III.....	3
Mathematics II.....	3	History IV.....	3
*K.-P. Education.....	4	Music III.....	3
Athletics	2	Physical Education.....	3
	<hr/> 18	Athletics	2
			<hr/> 20

TERM II.

Subjects:

Teaching and Conferences

* Students who have taught the first term take English III in place of English V and Geography II, or another subject, in place of Kindergarten-Primary Education.

Intermediate Course

TERM I.		TERM III.	
Subjects:	Periods Per Week	Subjects:	Periods Per Week
*English V.....	3	Hist. and Prin. of Ed.....	3
Health Education III.....	3	English IV.....	3
History III.....	3	Geography III.....	3
*Mathematics II.....	4	History IV.....	3
Industrial Arts II.....	3	Music III.....	3
Athletics	2	Physical Education.....	3
	<hr/> 18	Athletics	2
			<hr/> 20

TERM II.

Subjects:
Teaching and Conferences

Rural Course

TERM I.		TERM III.	
Subjects:	Periods Per Week	Subjects:	Periods Per Week
*English V	3	Hist. and Prin. of Ed.	3
Health Education III.....	3	English IV	3
History III	3	Geography III	3
*Mathematics II	4	History IV	3
Industrial Arts II.....	3	Music III	3
Rural Life	2	Physical Education	3
Athletics	2	Athletics	2
	<hr/> 20		<hr/> 20

TERM II.

Subjects:
Teaching and Conferences.

* Students who have taught the first term take English III in place of English V and Geography II, or another subject, in place of Mathematics II.

COURSES OFFERED

Arithmetic

Arithmetic I—Junior Year.....MISS ORCUTT

3 hours per week for 12 weeks.

This course deals with the psychological and social elements of arithmetic and includes detailed analyses of the mental activities involved: (1) in computing with integers, fractions, decimals and percent; (2) in solving problems; (3) in diagnosing individual and class errors. The course also includes the planning of remedial treatments, the study of achievement tests and the establishment of standards in skills.

Fully one-third of the time is given to personal, social and economic arithmetic, organized around the community and business situations that include questions of measuring, banking, taxes, insurance, and personal budgets. In addition, a brief historical background of each topic is given.

References most frequently used:

Overman: A Course in Arithmetic for Teachers and Teacher-Training Classes.

Roantree and Taylor: An Arithmetic for Teachers.

Thorndike: Psychology of Arithmetic.

The Thorndike Arithmetics.

Shorling and Clark: Practice Exercises.

Arithmetic II—Kindergarten—Primary (Baltimore City Students)—
Second Year.....MISS SCARBOROUGH

3 hours per week for 12 weeks.

This course aims to prepare teachers to teach effectively the subject matter of the Kindergarten-Primary curriculum of the Baltimore City course of study. It presupposes Arithmetic I and deals with such topics as: Activities of child life involving the various skills and processes; gradation of difficulties; approved methods of teaching; specifications for drills; selection and preparation of teaching materials; standard of grades; scientific studies and experiments; examination of text books and courses of study.

Attention is given to the organization of large units of subject matter and the planning of the daily recitations involved.

Demonstration lessons are observed and discussed as often as conditions permit.

References most frequently used:

Stone: Teaching of Primary Number.

Hillegas: Teaching Number Fundamentals.

Overman: Principles and Methods of Teaching Arithmetic.

Roantree and Taylor: An Arithmetic for Teachers.

Thorndike: The New Methods of Teaching Arithmetic.

Buswell and Judd: A summary of Educational Investigations
Relating to Arithmetic.

Baltimore City Course of Study for Kindergarten and Primary
Grades.

Elementary School Texts for Primary Grades.

Arithmetic II—Primary Grades (County Students)—Senior Year—

MISS SCARBOROUGH

3 hours per week for 12 weeks.

The same general treatment is given in this course as in Arithmetic II, Kindergarten-Primary. Differentiation is made, however, in the problem material from the standpoint of the rural community and its activities.

References: As above, and

The Baltimore County Course of Study.

*Arithmetic II—Intermediate Grades—Senior Year.....*MISS SCARBOROUGH

4 hours per week for 12 weeks.

This course presupposes Arithmetic I. It deals with the subject matter of the curriculum of Baltimore City for City students who have made their choice of the intermediate grades and for students from the Counties, who elect the grammar grades as their practice field, the Baltimore County Course of Study is followed in the main.

References: As in Arithmetic II, Kindergarten-Primary.

Stone: The Teaching of Arithmetic.

Tennes: The Teaching of Arithmetic.

Klapper: The Teaching of Arithmetic.

Elementary Texts for Intermediate Grades.

Baltimore City Course of Study for Intermediate Grades.

Baltimore County Course of Study.

Bonser: Elementary School Curriculum.

*Arithmetic II—Rural—Senior Year.....*MISS SCARBOROUGH

4 hours per week for 12 weeks.

The subject matter of this course is taught from the standpoint of the one-room school and its environment. Emphasis is laid upon the work of the lower grades. The course follows the same outline as that of Arithmetic II, Kindergarten-Primary and Intermediate grades.

References: As above.

Biological Sciences

Biology—Junior Year.....MISS MEDWEDEFF

4 hours per week for 12 weeks.

This course aims, first, to give some fundamental biological ideas concerning the relation of structure to function in organism, as a basis for the courses in hygiene and psychology; and, second, a knowledge of development of living things and the laws of heredity that apply to plants, animals and man, as a basis for courses in education.

An attempt is made to carry out the first of these purposes through a study of the adaptations of flowering plants for their life activities, and a brief consideration of how these processes are carried on in non-flowering green and non-green plants, and the study of a few invertebrate and vertebrate animal types. The second purpose is pursued through a study of the scientific explanations of organic evolution, the Mendelian laws of heredity and their application to human heredity. Laboratory dissection is supplemented by reading and discussion. Simple experiments are made by students. Some field work is included to familiarize students with the common trees, flowers and insects.

Texts:

Smallwood, Revelly and Bailey: *Biology for High Schools*.

Bigelow: *Applied Biology*.

References most frequently used:

Conklin: *Heredity and Environment*.

Newman: *Readings in Evolution, Genetics and Eugenics*.

Kellogg: *Evolution*.

Thomson: *Outline of Science*.

Manuals for the identification of flowers, trees, insects and birds.

Nature Study—Junior Year.....{ MISS MEDWEDEFF
MISS STEWARD

4 hours per week for 12 weeks.

This course aims, first, to cultivate in students a love of nature and a realization of its worth as a subject for study; and second, to build up in students correct habits of studying nature as a means of:

(a) gaining the necessary knowledge and appreciations for one's self;

(b) preparing students to guide the children in the elementary school in the acquisition of these desirable knowledges and appreciations.

Through field and laboratory study, supplemented by discussion of readings and demonstrations lessons in the elementary school, it is ex-

pected that the necessary knowledges of flowering and non-flowering plants, domesticated and common wild mammals, birds, insects and the common lower animals of the field and garden as well as some notions of how to teach these topics, will be gained. Each student outlines and plans one unit of study for teaching purposes during the course.

Differentiated sections deal with Nature Study materials and methods appropriate to the Kindergarten-Primary or Intermediate Grades.

References used:

Downing: Source Book of Biological Nature Study.

Holtz: Nature Study.

Hodge: Nature Study and Life.

Comstock: Handbook of Nature Study.

Bigelow: Applied Biology.

Manuals of birds, flowers, trees, insects and mammals.

Educational Measurements

Educational Measurements—Junior Year.....
2 hours per week for 12 weeks.

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MR. WOELFEL

MISS CATHERINE COOK

This course provides opportunity to make a study of the problems teachers meet in connection with making, marking, and interpreting tests. The class exercises consist mainly of laboratory work on data obtained from testing elementary grades in city and county. Brief consideration is given to the subject of standardized tests; and in order that students may be acquainted with several types of commercialized tests, a sample collection is provided each student. By special arrangement with the Bureau of Research in Baltimore City, a co-operative plan for field laboratory work has been drawn up. This plan assures each student the experience of giving, scoring, and interpreting at least one test under standardized conditions in at least three regular classrooms. Students participate also in the testing programs carried out in the Campus Elementary School and in county and city practice centers.

Readings in connection with this course are so arranged that students elect from a wide list of references the particular phases of the work most interesting to them. A short term report of the readings is required.

Educational Psychology

Educational Psychology I, II, III—Junior Year..... $\left\{ \begin{array}{l} \text{MISS BIRDSONG} \\ \text{MISS COBB} \end{array} \right.$
2 hours per week for 36 weeks.

The purpose of this course is to articulate as closely as possible the principles of psychology with the problems of behavior of the human being which have to be faced by teachers. The topics include original nature—heredity, instincts, emotions—and its place in education; attention and interest with their practical applications; sense-perceptions; imagina-

tion; memory; association; reasoning and the processes involved in reasoning; the will and character as a complex of the ideals and habits that are more or less unconsciously developed. The learning processes, the laws of learning, and the emotional elements in learning are studied experimentally. The differences between individuals, the causes for these differences, and their effects are emphasized throughout the course.

Among the references most frequently used are:

- Gates: Elementary Psychology.
- Gates: Psychology for Students of Education.
- Averill: Psychology for Normal Schools.
- Meuman: How Children Learn.
- Thorndike: Elements of Psychology.
- Woodworth: Psychology.

English

English I—Composition—Junior Year..... { MRS. STAPLETON
MISS HALL
3 hours per week for 12 weeks.

The purpose of this course is to survey the field of creative expression by a study of how the children in the campus school build up their habits of speaking and writing; to establish the student's own standards for both oral and written English; to give practice in the organization and development of ideas, and to develop correct habits in the use of English.

References most frequently used:

- Baltimore County Course of Study.
- Baltimore City Course of Study in English.
- Greever and Jones: Century Collegiate Handbook.
- Leiper, M. A.: New English Grammar.
- Linn, James N.: Essentials of English Composition.
- Taylor and Manchester: Freshman Themes.
- Woods, G. B.: Handbook of Composition.

English II—Oral Expression—Junior Year..... { MRS. STAPLETON
MISS HALL
2 hours per week for 12 weeks.

The aim of this course is to develop in each student a consciousness of the voice as a factor in the teacher's personality; to acquaint the student with the proper physical background for speech and the fundamentals of speech; to discover speech habits that may be corrected in class, and individual habits that need special attention; to build up standards for speaking and reading; and to provide the average and the more than average students with opportunities for further growth.

English IV—Rural—Senior Year..... } Miss MUNN
 } Miss FRUM
 3 hours per week for 12 weeks.

Since this course is designed for the preparation of students for teaching in the one-room school, it embraces the topics indicated in English IV, Primary, and English IV, Intermediate. The student is prepared to teach formal grammar in the upper grades and language in the lower grades. The prose and poetry study accompanies the language and composition work.

References:

Thomas: The Study of the Paragraph.
 Briggs and McKinney: A School Book of Composition.
 Klapper: Teaching Children to Read.
 Mahoney: Standards in English.

English V—Reading—Kindergarten and Primary Grade Courses—Senior Year Mrs. SIBLEY

3 hours per week for 12 weeks.

This course is designed for teachers of the kindergarten-primary grades. It includes a study of the purposes and principles underlying the successful teaching of reading and a critical evaluation of activities, materials, and methods used in teaching the subject. Emphasis will be placed upon (1) teaching reading to beginners; (2) the importance of phonics as a tool; (3) tests as a means of determining individual differences in reading; (4) remedial measures in silent and oral reading; (5) reading projects.

References most frequently used:

Klapper: Teaching Children to Read.
 Stone: Silent and Oral Reading.
 Pennell and Cusack: How to Teach Reading.
 Wheat: The Teaching of Reading.

English V—Reading—Intermediate Grade Course..... Mrs. SIBLEY

3 hours per week for 12 weeks.

This course includes a study of the purposes and principles underlying the teaching of silent and oral reading with special emphasis upon materials and methods for the intermediate grades. Demonstration lessons illustrating the use of reading tests, audience reading, supervised silent study, the library period, will be followed by organized plan work. Each student will develop a reading project which entails a study and organization of desirable habits, activities and materials.

References: as above.

English V—Reading—Rural—Senior Year.....MRS. SIBLEY

3 hours per week for 12 weeks.

The teacher of the rural school must be prepared to meet any reading situation which may arise in eight grades. For this contingency the Rural Reading Course is designed to prepare students to teach (1) beginning reading; (2) phonics; (3) basic standards on which all reading rests; (4) such adaptations in the way of projects, tests, and remedial measures as will fit into primary and grammar grades, and into individual needs.

References: as above.

Fine Arts

Fine Arts—Junior Year.....MISS WOOLSEY

2 hours per week for 12 weeks.

The main purposes of the course are to develop power to create, to appreciate the aesthetic and to select and to combine colors harmoniously. The course consists of work in illustrating fairy tales and other stories used in the elementary school; simple stage settings, such as children make for their class plays; design; lettering; and wood-block printing. Supervised visits to art museums are considered an essential part of the course.

Reference books:

Brown: Applied Drawing.

Belle Boas: Art In the School.

Temas: Applied Art.

Batchelder: Design In Theory and Practice.

Geography

Geography I—Fundamentals of Geography—Junior Year.....MISS MCBRIDE

3 hours per week for 12 weeks.

This course aims to give the teacher a geographical point of view in the interpretation of life relationships. Such subjects as direction, distance, seasons, latitude and longitude, and time are studied thoroughly in relation to causes underlying them. This is followed by a study of the different climatic provinces of the earth and the underlying causes. Attention is paid to the operation of physical forces in the development of the more significant land forms. Stress is placed upon the interpretation of significant current events in terms of their geographical origins. Observations of classroom teaching are conducted when the work in the elementary school and that of the course can be profitably synchronized. Attention is given to the study methods and use of the reference library on the part of the students.

Basic texts:

Tarr and Martin: College Physiography.

Salisbury, Barrow and Tower: Modern Geography.

Geography II—Regional Geography—Junior Year.....Miss BLOOD
3 hours per week for 12 weeks.

A detailed study is made of the geographic region as an expression of the sum total of the operation of the geographic factors. The regions are selected with a view of introducing the student to the varying types of geographical environment between which there is some common basis for comparison. The keynote in the study of each region is the human response to environment. The regions selected for study are those in which the leading human occupations are represented. Special attention is paid to the regions of the State of Maryland. Current geography is used whenever it applies to the regions being studied.

Basal texts:

Smith: North America.

Smith: Human Geography, Book II.

Atwood: New Geography.

Geography III—Problems in the Teaching of Geography {MR. WALTHER
in Primary Grades—Senior Year.....}MISS BLOOD

3 hours per week for 12 weeks.

This course seeks to help the student build a working definition of school geography as a basis of observation and selection of subject matter. Special emphasis is placed upon the values of the subject matter of geography in supplying motive and skill in the fundamental subjects of reading and writing. The course aims to familiarize the prospective teacher with the various supplementary reading materials in geography as well as in the technique of building children's reading and language vocabularies. Unit studies are made of the different types of peoples in relation to the regions in which they live.

Basic texts:

Branom: The Teaching of Geography.

Smith: Teaching Geography by Problems.

Clark: Unit Studies In Geography.

NOTE: Students preparing to teach throughout the State of Maryland use the Baltimore County Course of Study. Students preparing to teach in Baltimore City use the Baltimore City Course of Study.

Geography III—Problems in the Teaching of Geography in Intermediate Grades—Senior Year.....MR. WALTHER

3 hours per week for 12 weeks.

The materials of this course are organized about the four major problems of geography instruction, i. e., the selection of subject matter, the tools of instruction, the adaptation of the course of study, and lesson planning. Special attention is given to the study of the tools of instruc-

pupils exhibiting conditions such as poor circulation, anemia ptosis, constipation, general low vitality, nervous instability and other functional or organic disabilities or deformities. Students showing such defects through the medical examinations are assigned to this course until they are ready to take regular athletics.

Health Education I—Junior Year..... } DR. REITSMA
 } MISS CONKLIN
 3 hours per week for 12 weeks.

This course deals with the subject of personal hygiene, with special reference to the importance of sleep, rest, play, fresh air and good posture in the development of the child. Such anatomy and physiology are included as seem necessary to make intelligent judgments in new situations. This course also includes the study of the subject matter in personal hygiene offered by courses of study which the student will use in his teaching, and of simple lesson planning.

References most frequently used:

Williams: Personal Hygiene Applied.
 Williams: Healthful Living.
 Hough and Sedgwick: The Human Mechanism.
 Coleman: Hygienic Physiology.

Health Education II—Junior Year..... Miss _____
 2 hours per week for 12 weeks.

This course proposes to give: (1) some knowledge of nutrition with special emphasis upon the foods that promote normal growth and that prevent dietary diseases in children; (2) a brief summary of the digestive processes as a basis to a better understanding of the problems of nutrition; (3) the hygiene of clothing; (4) training in the selection of materials and methods for the teaching of nutrition and clothing in the grades. Simple cookery, to show the effect of heat upon foods, such as eggs and milk, and the preparation of a few foods for the school luncheon constitute some of the laboratory exercises of the course.

Health Education III—Kindergarten-Primary (For City } MISS DOWELL
Students)—Senior Year..... } MISS STEWARD
 3 hours per week for 12 weeks.

This course deals with the problems of school and community hygiene as they affect life in the city. Topics of the course include ventilation and heating; refuse and sewage disposal; the care of food and water supply; the control of infectious disease through sanitation, through personal habits and through artificial immunity; first aid and safety; and the relation of the State and community health agencies to the school. About one-third of the time, on the average, is given to the principles which

govern the selection of materials and methods for health teaching and training adapted to the Kindergarten-Primary curriculum.

References most frequently used:

Broadhurst: Home and Community Hygiene.

Ayres, Williams, Wood: Healthful Schools.

Broadhurst: How We Resist Disease.

Wood and Rowell: Health Through Prevention and Control of Disease.

N. E. A. Joint Committee on Health Problems: Health Education,
A Program for Public Schools and Teacher-Training
Institutions.

Elementary School Texts for Primary Grades.

Health Education III—Primary (For County Students)— {MISS DOWELL
Senior Year }MISS STEWARD
3 hours per week for 12 weeks.

The same general topics, as Health Education III, Kindergarten-Primary, offers, are studied here, but these topics are all dealt with from the standpoint of the rural community and of the town.

References: as above.

Address: Health Education In Rural Schools.

Baltimore County Course of Study.

Elementary Texts for Primary Grades.

Health Education III—Intermediate Grade Course— {MISS DOWELL
Senior Year..... }MISS STEWARD
3 hours per week for 12 weeks.

This course differs from the Kindergarten-Primary and Primary courses in Health Education in one respect: The subject matter of the course is taught from the standpoint of the upper grades of the graded and the two-room rural school.

References: As above.

Elementary Texts for Intermediate Grades.

Health Education III—Rural—Senior Year..... {MISS DOWELL
}MISS STEWARD
3 hours per week for 12 weeks.

The same general problems of school and community hygiene as found in the other courses listed under Health Education III, form the basis for this course. These, however, are studied in so far as they relate to the one-room school and its environment. About one-third of the time is given to the selection of materials and methods for health teaching and training of elementary pupils in an ungraded situation.

References: as above for Health Education III.

*Physical Education—Kindergarten-Primary—Senior Year.....*MRS. SMEDLEY
3 hours per week for 12 weeks.

This course is a study of activities for little children—games, story-plays and rhythms, applied to the situations of the primary grades. It includes also the history of physical education, theories of play, the organization of a physical training program and the selection and care of equipment and materials.

This course is differentiated for County and City students according to the different courses of study used by the State and by Baltimore City.

References:

- Bancroft: Games for Home, School, Gymnasium and Playground.
- Hetherington: Program of Physical Education.
- Moses: Rhythmic Active Plays and Dances.
- Wrightson: Games for Children's Development.

Physical Education—Intermediate Grades—Senior Year..... { MRS. SMEDLEY
MISS SAMMIS
3 hours per week for 12 weeks.

This course includes a study of activities, games, dances, badge-tests and track and field events for children of the intermediate grades. It deals also with the organization of programs, selection of equipment, history of physical education and theories of play.

References:

- Bancroft: Games for Home, School, Gymnasium and Playground.
- Bowen and Mitchell: Theory of Organized Play, Practice of Organized Play.
- Clarke: Physical Training in the Elementary School.
- Hetherington: Program of Physical Education.

Physical Education—Rural—Senior Year..... { MRS. SMEDLEY
MISS SAMMIS
3 hours per week, one term.

This course is similar to the primary and intermediate grade courses, with modifications of activities to meet rural conditions of environment, mixed groups and time demands.

References: As above.

History

History I—Junior Year..... { MISS BADER
MISS WILLIS
3 hours per week for 12 weeks.

This course, which treats the development of the civilization of Western Europe from the time of the Greeks and Romans to the Commercial Revolution, is surveyed topically with the emphasis largely on social and economic development. History I is a prerequisite for all other courses

laid by a careful study of the historical literature of the period. The biographies of national heroes are studied and practice is given in the selection and organization of material suitable for young children. Much reference reading is required, reports are given and the planning of large units is worked out both by groups and by individuals.

References most often used :

- Dynes: Socializing the Child.
- Dunn and Harris: Citizenship in School and Out.
- Hill: The Teaching of Civics.
- Johnson: The Teaching of History.
- Kendall and Stryker: The Teaching of History In the Elementary Schools.
- Books on Clothing, Shelter, and Food by Carpenter and Chamberlain.

History III—Intermediate Grades—Senior Year..... { MISS VAN BIBBER
MISS MARY ECKFORD
3 hours per week for 12 weeks.

This course deals with the subject-matter of history treated from the point of view of the elementary school course of study. The period covered is that of discovery, colonization and development of America, and the beginning of our national life. Much reference reading is required, but with the purpose primarily of giving training in the selection of effective arrangement of historical material for grammar-grade children.

In the case of students from the city, the Baltimore Course of Study is followed and for county students the Baltimore County Course.

References most frequently used :

- Forman: Our Republic.
- West: American Democracy.
- Beard and Beard: History of the United States.
- Beard and Bagley: History of the United States.
- The American Nation Series.
- Chronicles of America Series.
- Winsor: Critical and Narrative History of America.

History—Civics III—Rural—Senior Year..... { MISS VAN BIBBER
MISS MARY ECKFORD
3 hours per week for 12 weeks.

This course aims to give a rich background of subject-matter for the lower grades of a one-room school. It deals both with community civics and industrial history. Beginning with the home, the work broadens out into a consideration of larger communities, such as the school, the

neighborhood and the State, dealing with such topics as food, transportation and "community helpers." Consideration is given to the study of other homes, such as those of primitive people, Indians, pastoral people, providing practice in large-unit-planning, and in the accumulating and classification of pertinent illustrative material. Some time is also devoted to national holidays, and to the study of the literature of national heroes.

References most frequently used:

Dunn, A. W.: *Community Civics for Rural Schools.*

Nearing and Field: *Civics for Rural Communities.*

(See History—Civics III, Kindergarten-Primary.

<i>History-Civics IV—Primary Course.....</i>	} MISS VAN BIBBER MISS MARY ECKFORD
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3 hours per week for 12 weeks.

This course presupposes History III, Kindergarten-Primary. It covers such topics as the following: Primitive people, Indian life. Pastoral and handicraft peoples. Considerable reference reading is required in the search for appropriate and vital illustrative material. In connection with the study of the above units of subject matter there is constant practice in the organization of large units of work and the consideration of various types of daily recitations. Exercise in questioning and testing is provided. Throughout all the courses stress is placed on current happenings. Daily papers and weekly and monthly current event issues furnish the basis for class discussions of present-day problems. As in the case of History III, this course is modified to suit the needs of city and county students.

References most often used:

Osborn: *Men of the Old Stone Age.*

Chapin: *Social Evolution: The Prehistoric Period.*

Starr: *First Steps in Human Progress.*

Wells: *Outlines of History*

Bonser: *How the Early Hebrews Lived and Learned.*

The books mentioned under History III, Kindergarten-Primary.

<i>History—Civics IV—Intermediate Grades—</i>	} MISS VAN BIBBER MISS MARY ECKFORD
<i>Senior Year.....</i>	

3 hours per week for 12 weeks.

This course presupposes History III, Intermediate, and deals for the most part with history and government from the beginning of the Eighteenth Century to the present time, with the emphasis upon the vital social problems of today. The object of the course is two-

fold: to enlarge the knowledge and understanding of the field of history, and to gain insight into the technique and modern tendencies in social studies teaching. In this connection, some time is devoted to the study of community civics, stressing the development of civic traits and habits in children, an understanding of the community, and some acquaintance with political organizations.

References most often used:

Books listed above.

Johnson: The Teaching of History.

Tryon: The Teaching of History.

Hill: The Teaching of Civics.

Kendall and Stryker: The Teaching of History in the Elementary Schools.

<i>History—Civics IV—Rural—Senior Year</i>	{	MISS VAN BIBBER
3 hours per week for 12 weeks.		MISS MARY ECKFORD

In this term the subject-matter of the intermediate grades is emphasized. The topics dealt with first are discovery, exploration, colonization and development of America and the story of our national beginnings. Much reference reading is required with the purpose of acquiring skill in the effective selection and arrangement of historical material for children. Units of work in subsequent periods of our history are planned by small groups and by individuals, with a more detailed consideration of various types of classroom procedure. The social and economic phases of the period following the Civil War, and continuing to the present day, are given special attention; rich collateral readings are employed to give an acquaintance with historical authorities.

References:

As in History IV, Primary and Intermediate Grade Courses.

History and Principles of Education.

<i>History and Principles of Education—Senior Year</i>	{	MISS AGNES SNYDER
3 hours per week for 12 weeks.		MR. SHAW

This course aims to integrate the student's thinking about education and to help him establish more firmly generalizations regarding it. Emphasis is placed upon present-day tendencies in educational theory and practice, only such historical background being given as will make for clearer understanding of these.

Differentiation for the various courses—Kindergarten-Primary, Intermediate Grades, Rural One Room, Rural Primary and Rural Intermediate Grades—is made in the assignment of topics for term papers.

Basic Text: Kilpatrick—Foundations of Method.

Industrial Arts

Industrial Arts I—Juniors.....{ MRS. McCORD
MISS EUGENIA ECKFORD
3 hours per week for 12 weeks.

The topics of this course include: How the Race Has Put Itself on Record and How We Are Clothed. Such projects as book-binding, book mending, block printing, paper making, dyeing, weaving, testing materials, making looms, etc., are carried on in connection with the study of the industries involved in these two topics. Class excursions are planned to factories, printing establishments, and museums to help furnish first-hand information. Industrial arts projects are evaluated by the students as to their practicability in grade situations and as to their educative value.

References:

- Bonser and Mossman: Industrial Arts for the Elementary School.
- Winslow: Elementary Industrial Arts.
- Welling and Calkins: Social and Industrial Studies in the Elementary School.
- Bonser and Russell: Industrial Education.
- Baltimore County Course of Study.
- Baltimore City Course of Study in Art.

Industrial Arts II—Seniors.....{ MRS. McCORD
MISS EUGENIA ECKFORD
3 hours per week for 12 weeks.

A study of Shelter and Utensils is made in the senior year. Laboratory work includes construction problems in wood, such as bookcases, book ends, box furniture, flower boxes, schoolroom equipment, problems in cement, in soft metals and clay, with the making of such tools as children construct and may need for this study. This unit includes trips to a steel plant and brass foundry, lumber yard, pottery factory, brick plant and retail stores.

Differentiation of courses consists in the selection of problems suitable for the Intermediate, Rural Intermediate and Rural Groups. Students following Kindergarten-Primary and Primary curricula take Kindergarten-Primary Education instead of this course.

References as above.

Kindergarten-Primary Education

Kindergarten-Primary Education—Junior or Senior Year.....MISS CONYNE
*Required of all Students electing Kindergarten or Primary
Grade Education.*

3 hours per week for 12 weeks.

The course aims to consider all influences in the Kindergarten-Primary curriculum that further development in these grades. Subject-

matter is used largely to enrich some activity already under way. Hence, various activities suggestive but in no sense prescribed for these grades are considered. These are valued to the degree in which they enlist the interest of the child and lead to his growth in the information and skills useful and appropriate to his age, special emphasis being given to the building of desirable habits and attitudes. This study should help the student recognize in worth-while activities opportunities for the development and integration of right practices in Health, Music, Art, Dramatization, English, Arithmetic, Nature Study, Geography and History.

References:

- Jennings, Hobson, Meyer and Thomas: Suggestions of Modern Science Concerning Education.
 Dewey: School and Society.
 Hill and Benke: Conduct Curriculum.
 Matñais: The Beginnings of Art in the Public Schools.
 Terman and Lima: Children's Reading.
 Pamphlets from modern schools, such as Lincoln and Ethical Culture Schools, New York City, the Francis Parker School, Chicago, etc.

Music

<i>Music I, II, III—Junior Year</i>	{	MISS MCEACHERN
		MISS WEYFORTH
		MISS PRICKETT
2 hours per week for 12 weeks.		

Music I—Elements of Music—This course purposes to present a study of the elements of music including the development of notation, measure signature, key signature, use of pitch pipe and tuning fork; ear and eye study of common rhythmic and tonal problems, major and minor scales, chromatics and elementary harmony. Special attention is given to the development of the student's singing voice and to the acquiring of certain standards of performance. This is a subject-matter course and although not dealing with methods of teaching, it is based upon selected song material suitable for classroom use.

In the case of the City Juniors, the content of the three courses is covered in two terms.

Basic texts:

- Candiff and Dykema: School Music Handbook.
 Cable Company—Everyday Song Book.

Music II—Sight Reading—This course aims to develop the sight-reading process. It deals with ear training, written tonal and metric dictation and individual sight reading with sol-fa syllables and of music of the type of study songs used in the first three grades. Prerequisite, Music I.

Basic texts:

Hollis Dann, Books I, II, III.
 Progressive Music Series, Book I.

Music III—Rote Song Singing—Special attention is paid in this course to selection, teaching and interpretation of rote songs, also to acquiring a repertoire of rote songs for classroom use. Each student is required to memorize ten rote songs. This course also includes a study of the child's voice, and remedial work for the non-singer and observation and participation by students in elementary classes.

Prerequisite—Music II.

References:

Progressive Music Series.
 Hollis Dann Series.
 Music Education Series.

Music IV—Kindergarten-Primary—Senior Year.....
 3 hours per week for 12 weeks.

{MISS McEACHERN
 {MISS WEYFORTH

This course is devoted to the study and demonstration of material and methods for the Kindergarten and first three grades. It includes the care of the child's voice, treatment of monotones, teaching of rote songs, rhythmic development and introduction of notation and music appreciation.

Music IV—Intermediate Grades—Senior Year.....
 3 hours per week for 12 weeks.

{MISS McEACHERN
 {MISS WEYFORTH

This course briefly summarizes the work done in the first three grades and aims to show how this work is extended and developed in the grammar grades. It includes repertoire of appropriate rote songs, tonal and rhythmic problems, sight reading, music writing, elementary part singing and music appreciation.

Music IV—Rural Music—Senior Year.....
 3 hours per week for 12 weeks.

{MISS McEACHERN
 {MISS PRICKETT

This course deals with the phases of music study described in the Kindergarten-Primary and Intermediate Grades, adapted, however, to the one and two-room schools. Special attention is given to the building up of a community program, with the school as the social center.

NOTE: Senior music is based on the course of study presented by the Educational Council of the Music Supervisors' National Conference. Special adaptation is made for city and county students as regards song material, teaching procedure, and classroom management.

Penmanship

Penmanship—Junior Year.....MISS HOSMER

2 hours per week for 12 weeks.

The course provides experience through the use of the Curtis-Shaw "Standard Practice Tests in Handwriting" so that the student may become familiar with the basic principles underlying the practice tests and the technique and classroom procedure involved in the use of the same.

The important values developed in this course of study are: (1) individual and group instruction; (2) a definite technique of study; (3) a means for the individual pupil to progress at his best rate; (4) a procedure which provides growth in the development of social habits as well as skill to write; and (5) use of tests as an aid in instruction and as a means of measuring progress.

The material and method make it possible for one teacher to handle a schoolroom consisting of a number of classes, and yet give each child adequate individual instruction.

Opportunity is given for individual improvement in handwriting, in blackboard practice, in observation of classroom work and in the study of individual writing difficulties.

Text: The Curtis-Shaw Manual.

Rural Life Course

Rural Life—Senior Year.....MISS BROWN

2 hours per week for 12 weeks.

The purpose of this course is to weave an harmonious whole from a series of problems centering around the main heads: (1) the social and industrial background of rural life and industry; (2) the neighborhood and the community; (3) the consolidated school; (4) the county child and his environment; (5) teaching in country schools—aims and means concentrating upon the one-room school. A wide reading list and reports in class are deemed an important part of the course as a method preferable to the intensive study of one book. Class activities are directed toward making the student a participator in activities serviceable to rural teaching and an initiator of them.

Texts:

Carver: Principles of Rural Economics.

Cubberley: Rural Life and Education.

Brim: Rural Education.

Barnes: Rural School Management.

Teaching Courses

Teaching I—An Introduction to Teaching— {MISS AGNES SNYDER
Junior Year..... {MR. SHAW

3 periods per week for 12 weeks.

This course aims:

(1) To give beginning students an opportunity to learn for themselves through carefully directed observation in the classroom, the essential characteristics of a modern school.

(2) To give the student some basis for choice of his course: Kindergarten-Primary, Intermediate Grades, Rural One-Room, Rural Primary and Rural Intermediate Grades.

The course consists of two conference hours and one hour of directed observation in the elementary school.

Basic Text: Snyder: An Introduction to Teaching. Maryland State Normal School at Towson, Bulletin No. 1, Series 3.

<i>Teaching II—Participation—Junior Year</i>	}	MISS HALBERG MISS BROWN MISS O'NEILL MISS STEELE
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3 hours per week for 12 weeks.

Two periods per week are spent in the schoolroom and one is given to conference with the directors of practice.

This course aims:

(1) to introduce students to the work of the elementary school;

(2) to make study during training very concrete;

(3) to assist the students by providing participation in both primary and upper grades for choice of primary, intermediate or rural work;

(4) to prepare the student for classroom teaching through observation of actual teaching and some participation in teaching.

Topics included in this course are the school as a meeting place for children and teacher, opening exercises, board work, distribution of supplies, hygiene of the school, types of lessons and the learning process.

References frequently used are:

Cubberley: The Principal and His School.

Merriam: Child Life and the Curriculum.

Gesell: The Normal Child and the Elementary School.

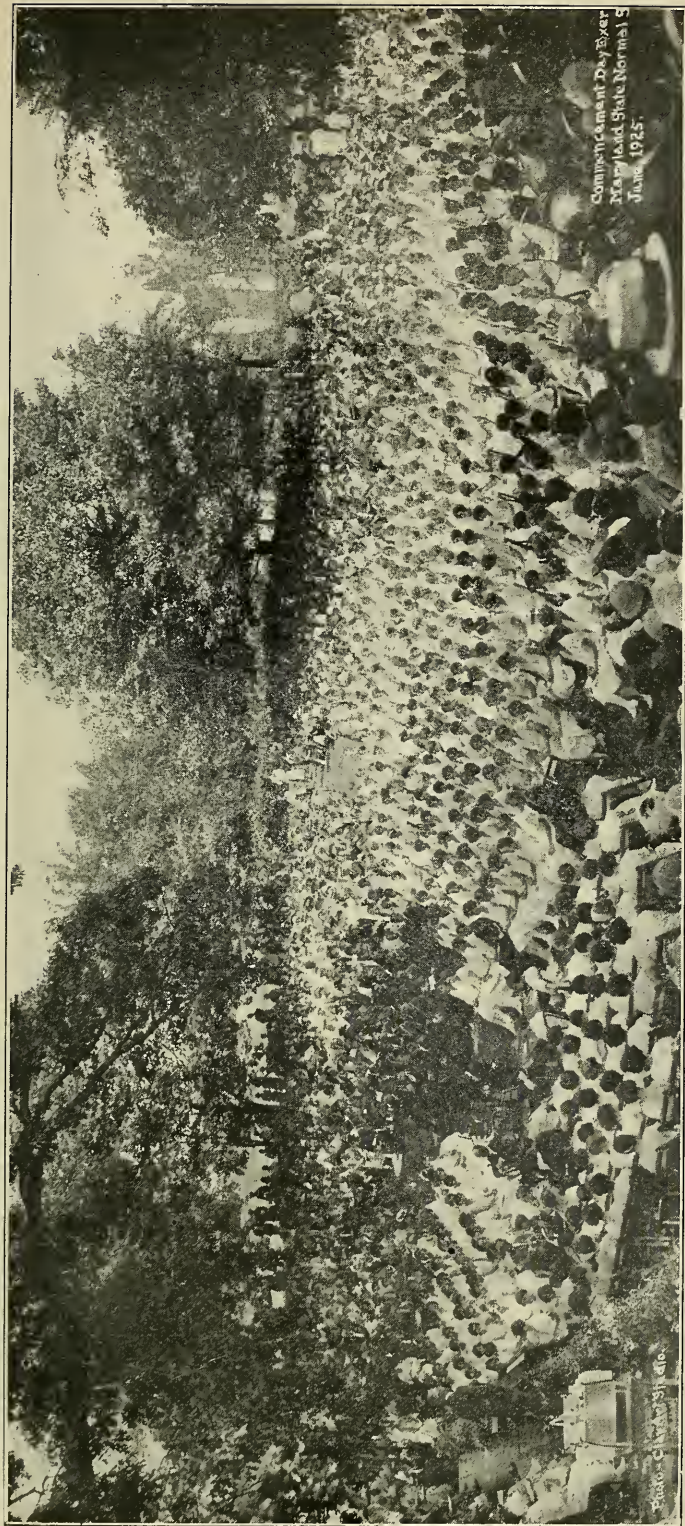
Bonser: Elementary School Curriculum.

Parker: Types of Elementary Teaching and Learning.

<i>Teaching III—Senior Year—County Students</i>	}	MISS BROWN MISS O'NEILL MISS STEELE TRAINING TEACHERS
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3 hours per day for 12 weeks.

Every County Senior at the Maryland State Normal School is required to spend 12 weeks, 3 hours per day, in student teaching, a total of 180 hours in the schoolroom. In addition to this, there are conferences with training teachers and supervisors 4 hours per week, a total of 48



GOVERNOR RITCHIE ADDRESSING THE 1925 GRADUATES AT THE FIRST OUTDOOR COMMENCEMENT EXERCISES WHEN THE LARGEST CLASS IN THE HISTORY OF THE SCHOOL CONTAINING 545 GRADUATES RECEIVED DIPLOMAS.

hours in conferences. As a prerequisite to this course, students must have successfully passed all theory work taken prior to entrance into student teaching. In addition to the 3 hours in the classroom the students have conferences with the teachers of training, with the supervisors of student teaching and music, besides individual conferences with instructors at the Normal School.

Students spend half of the 12 weeks in the Campus School and half in the county schools. Students are inducted gradually into student teaching by observing, teaching one class, teaching several classes, and finally doing three days of all-day teaching. During some time in the 12 weeks every subject is carried by the student teacher.

The county training centers number several grades in two consolidated schools, six two-room schools, and one one-room school, in Anne Arundel, Baltimore and Harford Counties, all within easy distance of the Normal School, so that students may return for conferences, for use of the library and for residence. Students from the Normal School return to the county schools occasionally for Parent-Teacher meetings and community affairs of all sorts. As far as possible the students are members of the local community during county student teaching.

<i>Teaching III—Senior Year—City Students.....</i>	{	MISS HALBERG MISS O'NEILL TRAINING TEACHERS
--	---	---

30 hours per week for 12 weeks.

Differentiated Course for Kindergarten-Primary and Intermediate Groups:

All students who plan to teach in the City of Baltimore are required to spend one term of 12 weeks, 30 hours per week, in student teaching in the practice centers. Students are given two experiences of 6 weeks each so that they may determine the grade of work for which they are best adapted. This opportunity gives them a direct contact with the City system, its organization, problems, special departments and activities.

Only students who have successfully completed all theory work given prior to this course are admitted. Student teaching is so graded that under the direction of teachers of training students are given an experience in teaching each subject in the curriculum and eventually assume under the guidance of the teacher of training complete charge of all classroom activities.

In addition to the daily conferences held at the center by the teachers of training, students are required to meet the director of training once a week to discuss their problems and especially to emphasize the relation of theory and psychology to actual classroom situations. Members of the supervisory staff from the theory department visit the centers frequently and confer with the students in regard to their work. Students are given every opportunity in the schools to which they are assigned to participate in all school functions and to know the life of the community.

GETTING TO TOWSON

The Maryland State Normal School is located at Towson, the county seat of Baltimore County, which is a short distance north of Baltimore City. The School is situated on the York Road, along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line of street cars transferring to the Towson car, whose route eastward and northward to Towson is along Lombard street to Paca street, to Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to York road, to the Normal School grounds.

From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car; ride north; transfer at York Road and Gorsuch avenue to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk to the Normal School.

Students' baggage can be handled through the school office, by special arrangement with a local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.

The Maryland
State Normal School

at

Towson, Maryland

Bulletin

Summer School Number
1927



June 25 to August 5
1927

The Maryland State Normal School at Towson

SUMMER SESSION

1927

STATE BOARD OF EDUCATION

DR. HENRY M. FITZHUGH, *President*
Westminster

ALBERT S. COOK, *Secretary, State Superintendent of Schools*
Towson

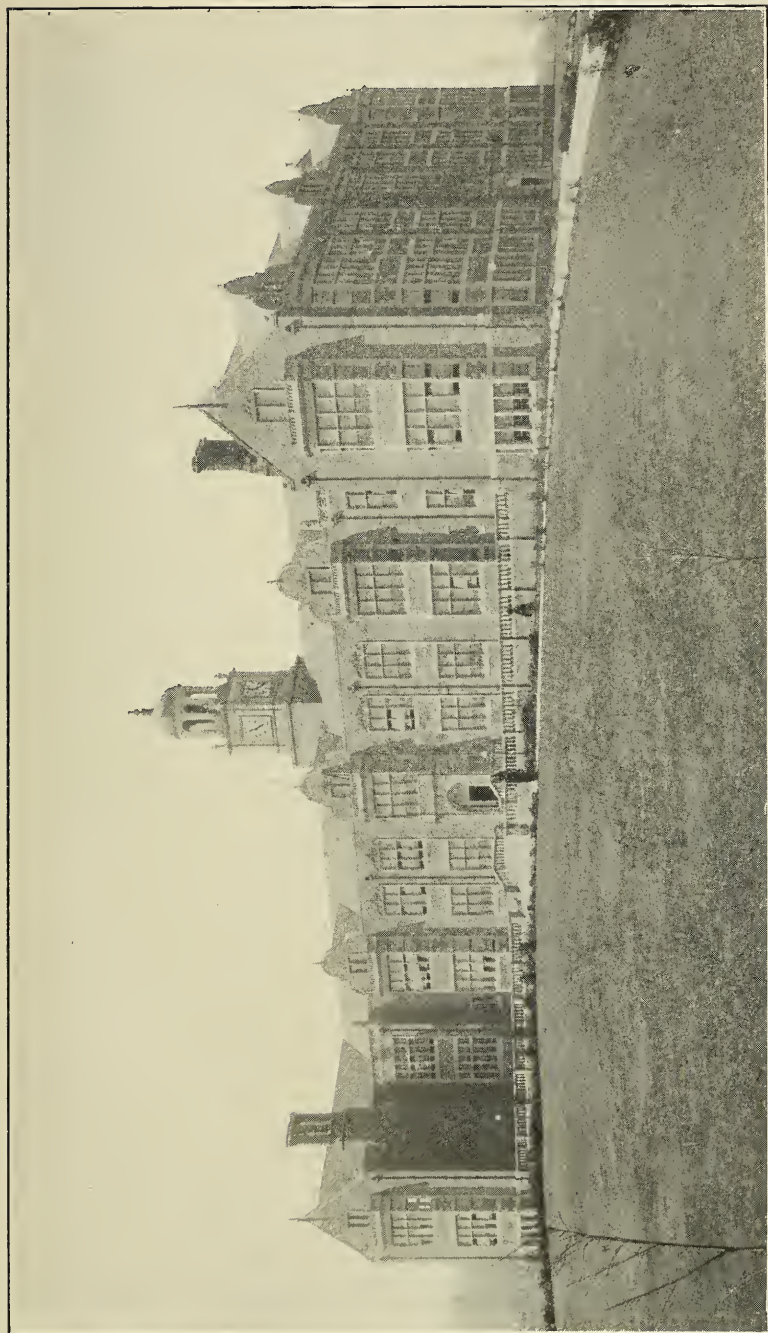
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MARYLAND STATE NORMAL SCHOOL COMMITTEE

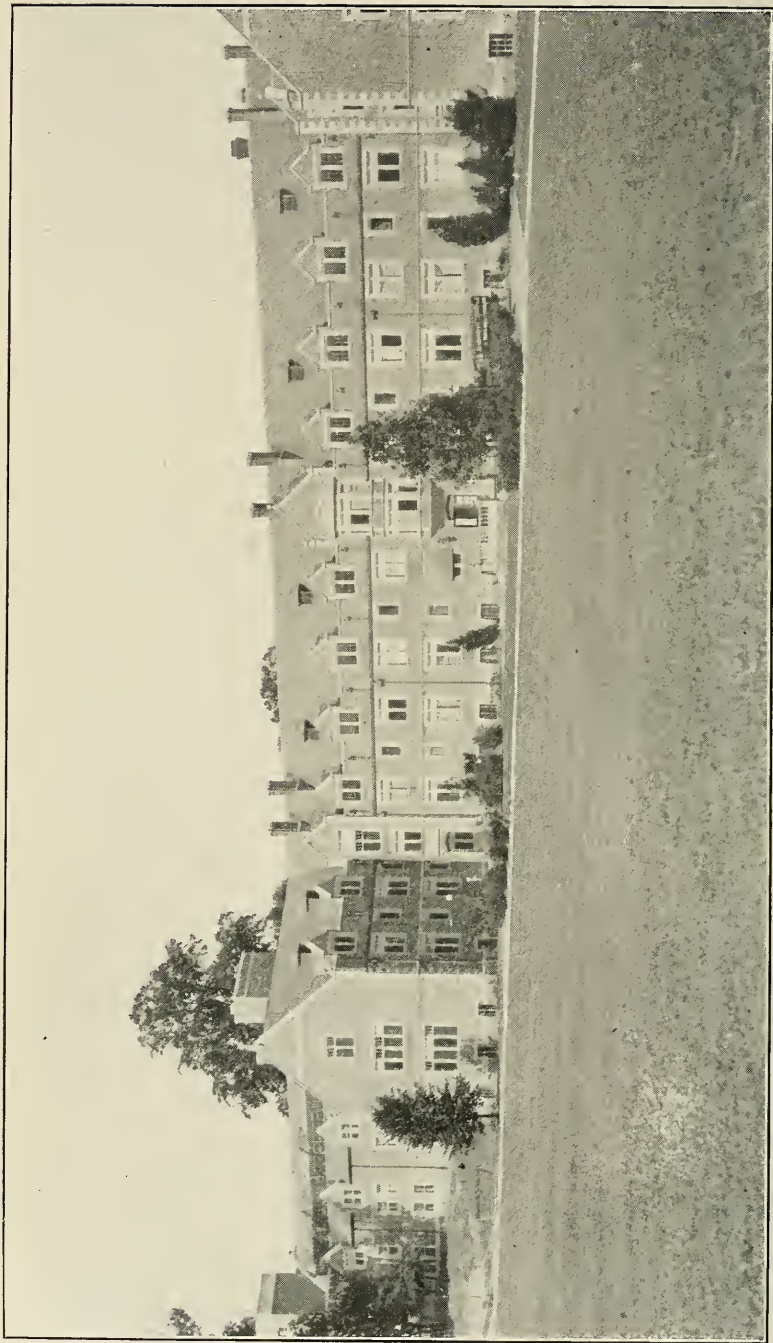
DR. HENRY M. FITZHUGH, *Chairman*
ALBERT S. COOK, *State Superintendent of Schools*
DR. JOHN M. T. FINNEY
MARY E. W. RISTEAU
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OFFICERS OF THE SUMMER SESSION

LIDA LEE TALL, *Principal and Director*
GERTRUDE CARLEY, *Registrar*
E. EURITH ROSE, *Secretary to the Principal*
AGNES DEBAUGH, *Assistant to the Registrar*
MARY OSBORN, *Librarian*
RUTH BIENEMAN, *Assistant Librarian*
RUTH C. SPERRY, *Dormitory Director*
DR. HELEN REITSMA, *Physician*
HELEN RUDD, *Dietitian*
JENNIE RILEY, *Nurse*



ADMINISTRATION BUILDING, MARYLAND STATE NORMAL SCHOOL AT TOWSON.



RICHMOND HALL

DORMITORY STUDENTS AT THE MARYLAND STATE NORMAL SCHOOL AT TOWSON LIVE IN THESE BUILDINGS.

NEWELL HALL

FACULTY

- LIDA LEE TALL, B. S., Litt. D. (University of Maryland)
Principal and Director of the Summer School
- HARRIET BADER, A. M.-----*History*
 Maryland State Normal School.
- MARGARET E. BOND-----*Demonstration School, Primary Grades*
 Baltimore City, Affiliated Training Center.
- ANITA S. DOWELL, A. M., *Health Education and Elementary Science*
 Maryland State Normal School.
- CLARA K. McCORD, A. B.-----*Mathematics, Fine and Industrial Arts*
 Maryland State Normal School.
- EDNA McEACHERN, A. M.-----*Music*
 Maryland State Normal School.
- To be announced-----*Demonstration School, Grammar Grades*
- ELMA PRICKETT, A. M.-----*Music*
 Maryland State Normal School.
- LOUISE H. SCHROEDER, *Certificate, Peabody Conservatory of*
Music, Private Vocal and Instrumental Music
 Maryland State Normal School.
- AGNES SNYDER, A. M.
The Modern School, Psychology, Tests and Measurements
 Maryland State Normal School.
- IRENE STEELE, A. M.-----*Reading and Children's Literature*
 Maryland State Normal School.
- E. CURT WALTHER, A. M.-----*Geography*
 Maryland State Normal School.

CALENDAR

- June 25—Saturday—8.30 A. M.—Registration begins.
- June 27—Monday—8.00 A. M.—Regular Classwork begins.
- July 4—Monday—Holiday.
- July 9—Saturday—Extra session to complete the 30-day session.
- August 5—Friday—Summer Session ends.

THE MARYLAND STATE NORMAL SCHOOL

At

Towson, Maryland

SUMMER SESSION ANNOUNCEMENT

June 25 to August 5, 1927

GENERAL INFORMATION

The summer session of 1927 of the Maryland State Normal School will be conducted as a State Summer School, under the direction of the State Board of Education, during the six weeks from Saturday, June 25, to Friday, August 5, inclusive. The principal purpose of this summer school is to furnish, at very low cost, six weeks of professional training to Maryland teachers already in service, and to persons planning to become teachers in the public elementary schools of Maryland.

SPECIFIC AIMS

All courses satisfactorily completed will be credited by the State Superintendent of Schools to one of the following objects:

1. To meet the minimum legal requirements of professional preparation for teaching in the public schools of Maryland viz: At least twelve weeks' training in a standard summer school where daily observation and practice teaching are provided.

2. To secure renewal of second grade certificates under the requirement of six weeks' additional professional training.

3. To count toward meeting the requirement for advancing the grade of teachers' certificates from second grade to first grade according to the by-laws of the State Board of Education (See Annual Report for 1924, State Department of Education: "The Certification of Teachers").

4. To continue one's education for the sake of the profession in general, and for one's own personal satisfaction in maintaining a high educational standard and outlook; *and to secure college credits over and above the two-year Normal Course.*

As is indicated under *Courses of Instruction*, all courses will have professional value for teachers, and many will have a distinctly academic character.

STATE CREDITS

To receive full credit for standard summer school attendance, a student must pursue three full courses, aggregating not less than ninety hours of class work and concluded with an examination for each course.

COLLEGE CREDITS

College credits will be granted by some of the leading teachers' colleges in the country, and by such universities as Johns Hopkins University and Columbia University, if a student's credentials have been presented previously at the university and if the requirement demanded by the university can be met by the courses offered in our summer session.

DEMONSTRATION TWO-ROOM SCHOOL

As usual, a standard Two-Room Elementary School will be in session in the rooms of the Elementary School throughout the six weeks, from 8.45 A. M. to 1.00 P. M. All students will be registered for the course, "The Modern School." They will have at least one hour of observation each day in preparation for the designated daily class discussion.

Approved classroom procedures will be demonstrated for the observation of the groups.

THE ALUMNI GIFT TO THE SUMMER SESSION A VISITING LECTURER

Through a gift of money, the Alumnae of the School have made possible a visiting lectureship for the summer, and for the fourth time the summer session will have the privilege of making an unusual offering to the teachers of the State.

In 1924 Dr. H. B. Wilson, Superintendent of the Schools of Berkeley, California, gave a course entitled "New Materials of Instruction."

In 1925 Dr. Esther Richards, of the Phipps Psychiatric Clinic, Johns Hopkins Medical School, lectured for a week upon "Mental Hygiene of the School Child."

In 1926 Professor J. Montgomery Gambrill, of Columbia University, discussed in five class periods—"Our Changing World and Its Civic Problems."

This year three lecturers will help to develop the new course which is being offered—"The Modern School." They are Professor Mable Carney, and Professor Fannie Dunn, both of

Columbia University, leading thinkers today upon *Rural Education*; and Mr. Edwin Broome, Superintendent of Montgomery County (Maryland) Schools, who is building constructively a fine county system of schools and who generously gave his thought to the shaping of the course, "The Modern School."

That the Alumni Association of this school is willing to subsidize a lecture course in order that leaders of thought, drawn from all parts of the country, may assist in the up-building of ideas and ideals is certainly a matter of congratulation.

THE JUNIOR RED CROSS

The Junior Red Cross, which has its headquarters in Washington, D. C., will continue its service to Normal School Summer Sessions. It will send to us for several days a trained worker, who will present the purpose, advantages, and suggestions for the educational phases of the organization. Children's activities for the promotion of international understanding and goodwill form a part of the Junior Red Cross program for elementary schools.

Miss Nellie Birdsong, a member of the Towson Normal School teaching staff, has been assigned by the Junior Red Cross to our Summer Session to promote this work.

ASSEMBLIES, ENTERTAINMENTS, EXCURSIONS

General assemblies of the whole student body will be held once or twice each week, preferably in the evening, to afford opportunities for community singing, lectures, and art appreciation demonstrations. Every Friday evening some social, musical or literary entertainment will be held. On Saturdays the School will either join the Johns Hopkins University Summer Session in its planned excursions or will plan others independently. Some of the excursions suggested are: (1) By boat to Annapolis; (2) The Baltimore Harbor trip; (3) A bus trip to Gettysburg; (4) a Boat trip to Richmond and the historic James River and Jamestown.

SUMMER SCHOOL ORCHESTRA

Any Summer Session student who plays an orchestral instrument is urged to bring the instrument to the summer school. The music instructor is anxious to develop both a glee club and an orchestra during the six weeks.

RESIDENCE HALLS

There are two residence halls: Newell Hall (for men and women) and Sarah E. Richmond Hall (for women).

Newell Hall, the main dormitory building of the Maryland State Normal School, will accommodate about 280 students, and during the summer will be used for both men and women. A few of the rooms are furnished for two students, but the large rooms accommodate three and four students. If the summer session enrollment is small these large rooms will not be filled to their capacity and we will place, whenever possible, only two to a room. One floor will be reserved for men students.

Richmond Hall will accommodate about 150 students.

All students desiring dormitory accommodations should make early application for reservations. Applications will be honored in the order in which they are received. Students will be placed, if possible, in rooms with roommates of their own selection, but all such requests should be filed when the deposit is made. Married women, bringing children with them, will be accommodated in Towson, and not in the dormitories.

All Normal School students who attend the summer session as a pre-requisite toward graduation must room in the dormitories if they are boarding students.

Any student desiring to room alone may do so by paying \$75.00 for the six weeks instead of \$55.00, the regular place charge.

All possible assistance toward securing comfortable boarding homes in the vicinity of the school will be given any students who file applications too late to secure reservations in any of the residence halls. Out-of-dormitory students may, if they so desire, secure table board in Newell Hall at the rate of \$7.00 per week.

Applications: Applications for rooms in Newell Hall and in Richmond Hall should be addressed as promptly as possible to the Director of the Summer School. Room assignments are made beginning April 1. Rooms will be reserved only upon receipt of a *five-dollar deposit*, payable to the Maryland State Normal School, Towson, Maryland, at the time of application. The deposit will be deducted from the full expense account, upon registration. Reservations are cancelled and the deposit forfeited, if rooms are not claimed in person or by notification before three o'clock June 25.

FEEES AND EXPENSES

All expenses must be paid to the Registrar immediately upon entrance.

There will be no charge at all to Maryland teachers for instruction, *but a small laboratory fee may be listed with some of the courses.*

Students from other states will be admitted and will be charged \$6.00 per point for courses selected.

A \$5.00 registration fee is required of all students. An additional fee of \$2.00 will be required of late entrants. Late entrance means *after* June 25, unless the school is notified before June 25, and accepts the conditions of late entrance.

The charge for the *entire six weeks* for room and board in the dormitory, including laundry, will be \$55.00 in advance.

All articles to go into the school laundry must be marked with uniform woven laundry markers supplied by the school at a cost of *one dollar* for the set. Only plain articles and flat laundry—10 pieces in all—will be allowed. Blouses and dresses, men's fine shirts and palm beach suits may be laundered at the school laundry, but regular fixed charges will be made for such conveniences.

Students rooming in Newell and Richmond Halls will need to bring with them for personal use—towels, toilet soap, bureau scarfs (if wanted), two laundry bags and two tumblers.

Students rooming outside of the school, but desiring table board in Newell Hall, will be accommodated in the dining-room at a charge of \$7.00 a week, payable in one payment of \$42.00 in advance. Laundry for such students will be one dollar (\$1.00) per week.

REGISTRATION AND ADMISSION

The opening day of the summer school, Saturday, June 25, will be given to registration. The summer session faculty will be in attendance to meet the arriving students and advise them in the selection of courses. It would also be well if students sought the advice of superintendents and supervisors regarding their choice of courses.

Students may claim their rooms after 8.30 o'clock on Saturday morning, upon completion of registration. A light luncheon will be served at 12.30 for all who have arrived by that hour.

SUMMARY OF FEES

1.	Registration fee (payable by every student at every summer session).....	\$5.00
2.	Late registration fee (additional after June 25)	2.00
3a.	Tuition (no fee asked for Maryland teachers).....	-----
b.	Tuition for students from other states (per point)	6.00
4a.	Room, board and laundry for students in residence	55.00
b.	Private room, board and laundry.....	75.00
5.	Table board for students rooming in the town or city	42.00
6.	Laundry for students rooming in the town or city (per week).....	1.00
7.	Laundry markers (to be purchased at the school)	1.00
8.	Fee for use of students' laundry.....	.25
9.	Postoffice box rental.....	.25
10.	Laboratory fees (see description of courses).....	-----

FURTHER INFORMATION

For further information and answers to any questions not met in the foregoing paragraphs, address:

LIDA LEE TALL, *Director*,
The Maryland State Normal School, at
Towson, Maryland.

COURSES OF INSTRUCTION

THE MODERN SCHOOL

Education s. 100. *The Modern School*. Credit A. 2 points.

Miss Snyder, Mrs. Bond and special lecturers.

8.00-8.50 A. M.

This is a combined observation and conference course. A two-room demonstration school will be conducted which will aim to illustrate the best practices in such schools. Speakers who have made special studies of the various phases of rural school problems will give the results of their work at the conference hour. These will be discussed and comparison made between the views and the work done in the demonstration school. *This course is required of all summer session students.*

GENERAL EDUCATION COURSES

PSYCHOLOGY

Education s. 101. *Psychology*. Credit A. 2 points. Miss Snyder.

10.00-10.50 A. M.

This course aims to show students how to *make use* of psychology in the classroom. The course will be based upon the experiences of the students with children. These experiences will be analyzed in the light of class discussion and reading. From the analyses of the experiences presented, a background of the most pertinent facts of educational, child, and social psychology will be developed. No one text will be used, but the students will be introduced to the literature in the three fields of psychology indicated.

TESTS AND MEASUREMENTS

Education s. 102. *Measuring the Results of Teaching*. Credit A. 2 points. Miss Snyder.

11.00-11.50 A. M.

The course aims to give to the student the power to check his teaching in the light of the objectives of education. The statistical treatment of data will *not* be emphasized. Instead, the student will be taught how to make good tests of his teaching, how to give and make use of the results of standard tests, and how to note objective evidence of growth in habits and attitude. *There will be a small laboratory fee.*

SPECIAL EDUCATION COURSES
READING

Education s. 103. *Reading in the Primary Grades.* Credit A. 2 points. Miss Steele.

9.00-9.50 A. M.

In this course a study is made of the factors which enter into the building of correct reading habits in children in the primary grades. Consideration is given to the characteristics of children which contribute toward reading ability; to the activities which make for growth in reading and to the subject-matter suitable to the various stages of progress. Opportunity is given to observe and discuss reading lessons taught in the demonstration school.

CHILDREN'S LITERATURE

Education s. 104. *Children's Literature. Primary Grades.* Credit A. 2 points. Miss Steele.

11.00-11.50 A. M.

This course provides the opportunity for a wide acquaintance with literature for children of different ages and for a study of how literature may best be used in the grades. Emphasis is placed upon recreational reading. Brief consideration is given to the history of children's literature; to the illustrations of children's books; and to the choice of editions suitable for school use. The class has access to the excellent children's library which is available. Literature lessons in the demonstration school will be observed and discussed, and there will be story-telling in charge of the librarian.

Education s. 105. *Children's Literature. Grammar Grades.* Credit A. 2 points. Miss Steele

10.00-10.50 A. M.

(Note: See Education s. 104).

GEOGRAPHY

Education s. 106. *Introductory School Geography.* Credit A. 2 points. Mr. Walther.

11.00-11.50 A. M.

This course includes an inventory of the values to be realized in the elementary curriculum through the subject of geography; a study of the opportunities for teaching incidental geography in other subjects and projects of the primary grades; and a review of the subject-matter suitable for the third, fourth, and fifth grades. The practical aspects of home geography, excursion geography, journey geography and world-

lore are discussed, emphasis to be determined by the practical needs of the members of the class. The work includes lectures, discussions, excursions and suitable readings.

Education s. 107. *Intermediate School Geography*. Credit A. 2 points. Mr Walther

10.00-10.50 A. M.

A study of the principles controlling the selection and teaching of subject-matter of geography for the pupils of the grammar and junior high school grades.

Emphasis is placed upon the study habits and procedures as involved in the problem-method and the special technique of the subject. The work will include a study of the United States, Latin America and Europe, from the regional, political and economic point of view. Lectures, discussions, collateral readings and map work.

HEALTH EDUCATION

Education s. 108. *Health Education*. Credit A. 2 points. Miss Dowell.

11.00-11.50 A. M. Section I

12.00-12.50 P. M. Section II

This course gives a survey of the factors that aid in maintaining the health of the school child. It also aims to teach the principles which should govern the selection of materials and methods for health teaching and training in the elementary grades; and includes the work of clubs and organizations, such as the Boy and Girl Scout and Campfire organizations, in promoting personal and community health. First aid and safety will be dealt with as they come up in the planning of a health program. Opportunity will be given for the observation of health work in the grades.

INDUSTRIAL ARTS

Education s. 109. *Principles Underlying the Teaching of Industrial Arts in the Grades*. Mrs. McCord.

12.00-12.50 P. M.

This course is planned for the teachers who expect to teach in the graded schools and in the rural schools. The course is designed to develop appreciation and understanding of the things of our environment which are the result of man's inventions to meet his material and aesthetic needs, and to open up the many possibilities in practical arts of serving as avenues of approach to other subjects; as, history, geography, arithmetic, etc. The course is not given with the thought that it shall be taught as a separate subject requiring a special teach-

er to conduct the industrial arts lessons, but as a subject to be adapted and used by the elementary teacher; and to stimulate the spirit of inquiry and investigation of questions which arise in the various subjects by making them concrete.

The subject-matter of the course will include: How the race provides itself with food, shelter and clothing; how the race records itself; how the race supplies itself with utensils. The chief materials used in the course will be paper and cardboard, wood, clay, textiles, foods and some metal. *There is a small laboratory fee.*

MUSIC

Education s. 110. *The Teaching of Music. Primary Grades.*
Miss McEachern and Miss Prickett.

11.00-11.50 A. M.

This course is devoted to the study and demonstration of materials and methods for teaching music in the first four grades. It includes—rhythmic development for children; a study of the child voice; remedial measures for the non-singer; selection and teaching of rote songs; introduction of notation; ear and eye recognition of total and rhythmic figures; the study song; and music appreciation with the phonograph.

Education s. 111. *The Teaching of Music. Grammar Grades.*
Miss McEachern and Miss Prickett.

9.00-9.50 A. M.

This course deals with the teaching of music in Grades 4-8 inclusive. It includes—rhythmic development for children; a study of the child voice; selection and teaching of appropriate rote songs; careful study of various tonal and rhythmic problems as taken up in the different grades; the study song lesson; sight reading lessons; part singing; and music appreciation with the phonograph.

Note: Both music courses are prefaced with an intensive review of subject-matter, based upon selected song material suitable for classroom use.

PROFESSIONALIZED SUBJECT-MATTER COURSES

ART

Art s. 150. *Art for Children.* Credit A. 2 points. Mrs. McCord.

10.00-10.50 A. M.

This will be a course in creative art as related to child life, giving expression through the mediums of cut paper, crayon, calcium paints and clay. It will involve an ability to use color,

lettering, and object drawing with an appreciation of historic and present art and the work of our modern illustrators. *There is a small laboratory fee.*

GEOGRAPHY

Geography s. 151. *Fundamentals of Geography.* Credit A. 2 points. Mr. Walther.

12.00 A. M.-12.50 P. M.

This course is designed to give teachers an appreciation of the spirit of modern geography, so that they may get the proper articulation in the teaching of the subject. The materials of the course are organized from the point of view of man's conquest and exploitation of his environment in relation to his needs. The course aims to bring out the larger principles and relationships of the subject. Much of the illustrative material can be used directly in grade teaching. Environment and response; the distribution of population; regions and trade; transportation and the location of cities—are some of the subjects considered. Lectures, readings and discussions.

HISTORY

History s. 152. *A Study of the Background of European History.* Credit A. 2 points. Miss Bader.

9.00-9.50 A. M.

There is comprised in this course a rapid survey of the development of civilization, treating the large movements of history and the life story of special groups in their relation to one another and as parts of a great whole. The course begins with the story of prehistoric man and traces the early stages of culture in Egypt, in Asia, around the Mediterranean, and in the medieval states of Western Europe. Special reports, collateral readings, notebooks, and map work are required.

References most frequently used are:

Breasted: Ancient Times. Ginn

Webster: Early European History. Heath

West: Early Progress. Allyn and Bacon

Thorndike: History of Medieval Europe. Houghton

Robinson and Beard: Outlines of European History. Ginn

History s. 153. *History of the Middle Ages in Europe.* Credit A. 2 points. Miss Bader.

10.00-10.50 A. M.

This course, which treats the development of the civilization from the fall of the Roman Empire to the time of American

Colonization, is surveyed topically with the emphasis largely upon social, economic and religious phases. An intensive study will be made of such topics as: The Fall of the Roman Empire; Rise and Growth of Teutonic Kingdoms; Origin and Growth of Christianity; Development of the Medieval Church; Feudalism; Rise and Growth of Medieval Towns and Cities; and the Commercial Revolution.

References most frequently used:

Thorndike: History of Medieval Europe. Houghton

Thorndike: A short History of Civilization. Crofts

Webster: Early European History. Heath

Cutts: Scenes and Characters of the Middle Ages. Simpkin.

Adams: Civilization During the Middle Ages. Scribners

Emerton: An Introduction to the Middle Ages. Ginn

History s. 154. *American History*. Credit A. 2 points. Miss Bader.

12.00-12.50 P. M.

This course deals with the history of the United States from 1763 to 1926. Emphasis is placed upon the large movements in American history, which are treated from a social and economic point of view rather than political. Class reports, notebooks, collateral reading and map work are required.

References most frequently used:

Beard and Beard: History of the United States. MacMillan

McLaughlin: History of the United States. Appleton

Beard and Bagley: History of the American People. MacMillan

West: American Democracy. Allyn and Bacon

Forman: Our Republic. Century

MATHEMATICS

Mathematics s. 155. *Mathematics*. Credit A. 2 points. Mrs. McCord.

9.00-9.50 A. M.

A general review of arithmetic—common and decimal fractions, percentage, and its applications, denominate numbers, measurement, with emphasis on the underlying psychology. The use of tests is taught as a means of defining the field and evaluating progress. It is planned for the grade teachers who desire a course in subject-matter.

MUSIC

Music s. 156. *Voice and Piano*. Credit A. 2 points. Miss Schroeder.

This course is given for those students who wish to continue their musical education through private voice or piano lessons, hours to be arranged by the instructor. *Fee \$15.00 for ten half-hour lessons, including the use of the piano.*

ELEMENTARY SCIENCE

Science s. 157. *Elementary Science*. Credit A. 2 points. Miss Dowell

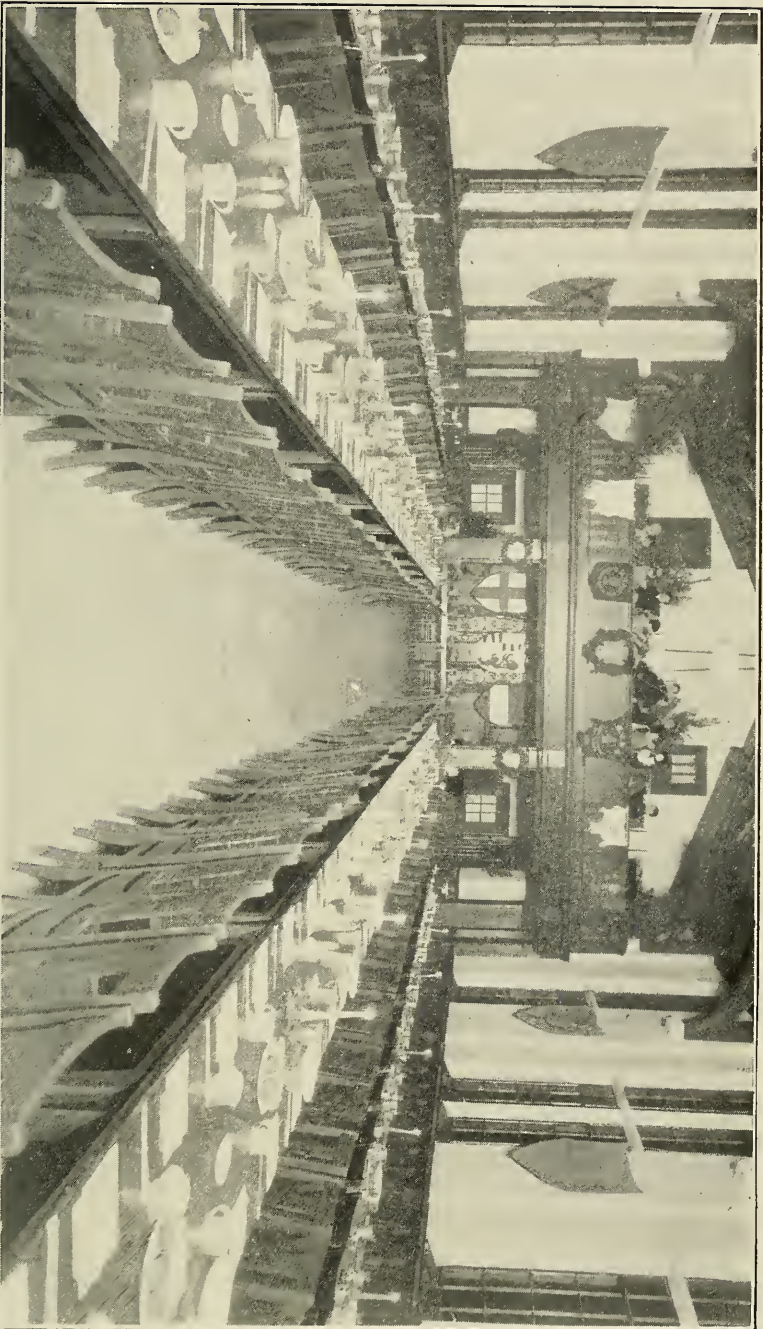
9.00-9.50 A. M.

Through this course the students are given in the classroom and in field study a general acquaintance with the common objects and processes in nature that affect human life. The course aims to develop an appreciation of the world around one and to show the importance and value of science in the teaching of other elementary subjects, such as geography, industrial arts, English, and hygiene. *There will be a small laboratory fee.*

SCHEDULE OF CLASSES

(Subject to Change)

PERIOD I. 8.00— 8.50	{	Ed.	s. 100	The Modern School, Miss Snyder, Mrs. Bond, and special lecturers.
PERIOD II. 9.00— 9.50	{	Ed.	s. 103	Reading in the Primary Grades, Miss Steele.
		Ed.	s. 111	The Teaching of Music (Upper Grades), Miss McEachern and Miss Prickett.
		Hist.	s. 152	A Study of the Background of European History, Miss Bader.
		Math.	s. 155	Mathematics, Mrs. McCord.
		Sci.	s. 157	Elementary Science, Miss Dowell.
PERIOD III. 10.00—10.50	{	Ed.	s. 101	Psychology, Miss Snyder.
		Ed.	s. 105	Children's Literature, Grammar Grades, Miss Steele.
		Ed.	s. 107	Intermediate School Geography, Mr. Walther.
		Art	s. 150	Art for Children, Mrs. McCord.
		Hist.	s. 153	History of the Middle Ages in Europe, Miss Bader.
PERIOD IV. 11.00—11.50	{	Ed.	s. 102	Measuring the Results of Teaching, Miss Snyder. 3
		Ed.	s. 104	Children's Literature, Primary Grades, Miss Steele.
		Ed.	s. 106	Introductory School Geography, Mr. Walther.
		Ed.	s. 108	Section 1. Health Education, Miss Dowell.
		Ed.	s. 110	The Teaching of Music (Lower Grades), Miss McEachern and Miss Prickett.
PERIOD V. 12.00—12.50	{	Ed.	s. 108	Section 2. Health Education, Miss Dowell. 3
		Ed.	s. 109	Principles Underlying the Teaching of Industrial Arts in the Grades, Mrs. McCord. 3
		Geog.	s. 151	Fundamentals of Geography, Mr. Walther. 3
		Hist.	s. 154	American History, Miss Bader. 3



DINING HALL AS IT WAS ARRANGED FOR THE OLD ENGLISH DINNER GIVEN TO THE STUDENTS
AT CHRISTMAS, 1926.

GETTING TO TOWSON

The Maryland State Normal School, at Towson, is located in the County Seat of Baltimore County, a short distance north of Baltimore City, on the York Road, along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line of street cars transferring to the Towson car (Number 8), whose route eastward and northward to Towson is along Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to York Road to the Normal School grounds.

From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car; ride north; transfer at York Road and Gorsuch avenue, to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk from the Normal School.

Students' baggage can be handled through the school office, by special arrangement with our local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.

To All Teachers:—

Where are you going to Summer School this year? Why not take advantage of the opportunities for college credit and continued professional education through the courses offered at the Maryland State Normal School at Towson? Remember that Towson is a summer residence town, cool and attractive—with Baltimore close at hand.



If you need subject-matter courses,
we give them
at
Towson

THE
MARYLAND
STATE NORMAL SCHOOL
AT
TOWSON



ANNOUNCEMENT
1927---1928

CALENDAR FOR 1927-1928

REGISTRATION:

City Juniors and City Seniors_____Tuesday, September 6
 County Juniors (only)_____Wednesday, September 7
 County Seniors_____Friday and Saturday, September 9, 10

REGULAR SCHEDULE OF WORK FOR FIRST TERM:

All Juniors_____Thursday, September 8
 All Seniors_____Monday, September 12

DORMITORIES AND TOWSON HOMES OPEN FOR RESIDENT STUDENTS:

Resident Juniors_____Wednesday, September 7
 Resident Seniors_____Friday, September 9

ELEMENTARY SCHOOL:

Registration_____Friday and Saturday, September 9, 10
 Regular Work_____Monday, September 12

THANKSGIVING HOLIDAYS:

Wednesday Noon, November 23 to Sunday, November 27, inclusive.
 Regular Schedule Followed_____Monday, November 28
 First Term Ends_____Tuesday, December 6
 Term Interim_____Wednesday, December 7
 Second Term Begins_____Thursday, December 8
 Carol Singing_____Wednesday Evening, December 21

CHRISTMAS VACATION:

Thursday Noon, December 22 to Tuesday, January 3, inclusive.
 Regular Schedule Followed_____Wednesday, January 4
 Founder's Day_____Friday, January 13
 Washington's Birthday (celebrated at school)_____Wednesday, Feb. 22
 Second Term Ends_____Friday, March 9
 Third Term Begins_____Monday, March 12

EASTER VACATION:

Wednesday Noon, April 4 to Tuesday, April 10, inclusive
 Regular Schedule Followed_____Wednesday, April 11
 Professional Examinations for City Students,
 Thursday, May 31, and Friday, June 1
 (City Students given May 28 and 29 for study for examinations)
 Senior Class Schedule Ends (all students)_____Tuesday, June 5
 Junior Class Schedule Ends_____Wednesday, June 6
 Third Term Ends_____Wednesday, June 6

COMMENCEMENT WEEK:

State Volley Ball Meet, under auspices of P. A. L.
 (Visiting Volley Ball Teams), Thursday, June 7, to Saturday, June 9
 Alumni Day and Dinner_____Saturday, June 9
 Baccalaureate Sermon_____Sunday, June 10
 Class Day_____Monday, June 11
 Commencement, 11.00 A. M._____Tuesday, June 12

SUMMER SESSION:_____Dates to be Announced

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STATE BOARD OF EDUCATION AND TRUSTEES
of the
MARYLAND STATE NORMAL SCHOOL AT TOWSON
1927-1928

DR. HENRY M. FITZHUGH, *President*
Westminster

ALBERT S. COOK, A. M.
State Superintendent and Secretary of the Board
Towson

DR. J. M. T. FINNEY
Baltimore

THOMAS CHAMBERS
Federalsburg

MARY E. W. RISTEAU
Sharon

EMORY L. COBLENTZ
Frederick

EDGAR McMASTER
Pocomoke City

TASKER G. LOWNDES
Cumberland

The Towson Normal School Committee

DR. HENRY M. FITZHUGH, *President*

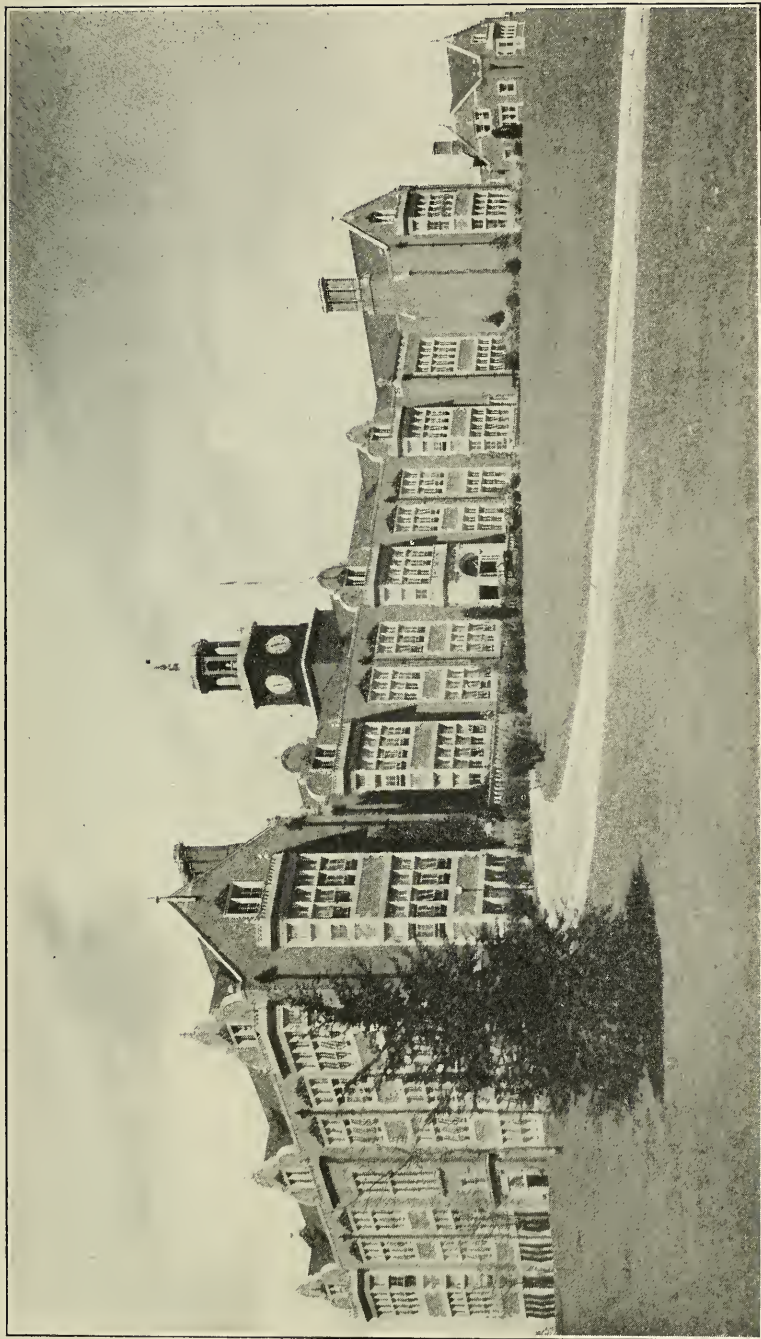
ALBERT S. COOK

DR. J. M. T. FINNEY

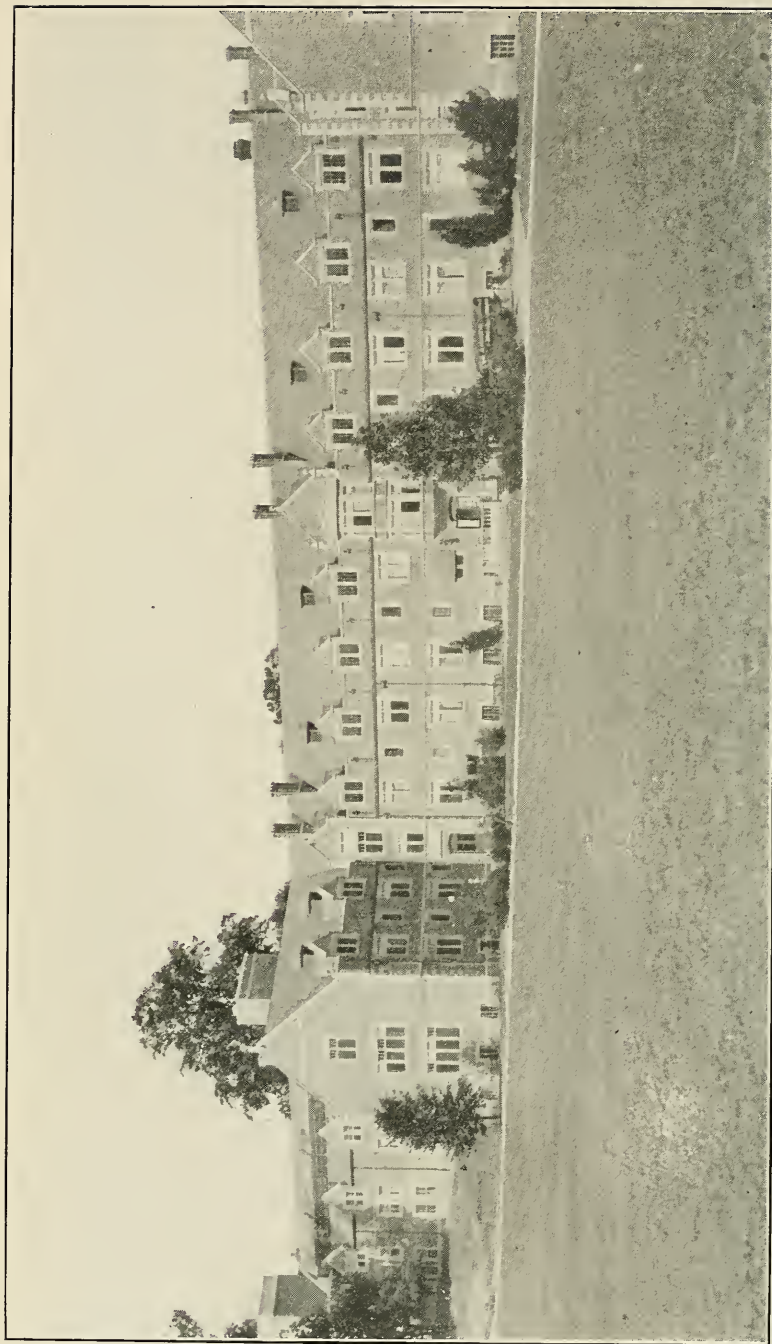
MARY E. W. RISTEAU

EMORY L. COBLENTZ

LIDA LEE TALL, *Principal*



THE ADMINISTRATION BUILDING CONTAINS OFFICES, CLASS ROOMS, AUDITORIUM, LIBRARY, AND THE CAMPUS ELEMENTARY SCHOOL. IT IS THE WORKSHOP FOR THE TRAINING OF OUR STUDENTS.



RICHMOND HALL
DORMITORY STUDENTS AT THE MARYLAND STATE NORMAL SCHOOL AT TOWSON LIVE IN THESE BUILDINGS.

NEWELL HALL

FACULTY

1927-1928

- TALL, LIDA LEE-----*Principal*
B. S., Columbia University; Litt. D., University of Maryland.
- DOWELL, ANITA S.-----*Assistant to the Principal, Health Education*
A. B., Goucher College; A. M. and Diploma in Health Supervision,
Columbia University
- BADER, HARRIET A.-----*History and Geography*
Diploma, Normal School, Terre Haute, Indiana; A. B., Terre
Haute, Indiana; A. M., Columbia University.
- BIRDSONG, NELLIE W.-----*Psychology*
Diploma, Normal School, Richmond, Va.; B. S. and A. M.,
Columbia University.
- BLOOD, PEARL-----*Geography*
Diploma, Brockport Normal School, New York; A. M.,
Columbia University.
- BROWN, STELLA E.-----*Director of Rural Practice*
Diploma, Maryland State Normal School at Towson; B. S. and
A. M., and Diploma, Elementary School Supervision,
Columbia University.
- BUTTERFIELD, HELEN-----*Kindergarten-Primary Education*
A. B., Olivet College; A. M., Columbia University
- BURDICK, DOROTHY, M. D.-----*Health Education*
A. B., Mount Holyoke College; M. D., Johns Hopkins Medical School.
- COBB, LEILA M.-----*Supervisor of Practice*
B. S., Columbia University.
- COOK, CATHERINE N.-----*Assistant in Tests and Measurements*
A. B., Sweet Briar College, Virginia; A. M., Columbia University
- ECKFORD, MARY-----*History*
A. B., Mississippi State College for Women.
- FRUM, BLANCHE-----*English*
A. B., West Virginia Wesleyan College; A. M., Columbia University.
- HALBERG, ANNA D.-----*Director of City Practice*
Diploma, Oshkosh (Wisconsin) Normal; B. S. and A. M.,
Columbia University.
- KEYS, LOUESA J.-----*Health Education*
B. S., Illinois University.
- MASLAND, MARY C.-----*Health Education, Corrective Gymnastics*
A. B., Goucher College; A. M., Columbia University.
- MCEACHERN, EDNA M.-----*Music*
B. M. and Diploma in Music, Whitman College, Washington;
A. M., Columbia University.

- MUNN, ALICE.....*English*
B. S., Columbia University.
- OSBORN, MARY L.....*Librarian*
Diploma, Geneseo State Normal School, New York; Diploma,
Library School of New York Public Library
- PRICKETT, ELMA.....*Music*
Public School Music Diploma, Piano Diploma and A. B., Iowa
State Teachers College; A. M., Columbia University.
- ROACH, MARY E.....*Physical Education*
Diploma, Central School of Hygiene and Physical Education,
New York City.
- SAMMIS, ETHEL E.....*Physical Education*
Diploma, Central School of Hygiene and Physical Education,
New York City.
- SCARBOROUGH, MARY HUDSON.....*Mathematics* /
Diploma, Maryland State Normal School at Towson; A. B.,
Goucher College; A. M. and Diploma in Supervision of
Mathematics, Columbia University.
- SHANKS, HENRY L.....*Physical Education for Men*
Diploma, Springfield College, Mass.
- SHAW, ROBERT W.....*Introduction to Teaching, History and
Principles of Education*
A. B., University of Denver; A. M., Columbia University.
- SIBLEY, MARTHA.....*Reading (English V)*
Diploma, State Teachers' College for Women, Milledgeville, Ga.
- SNYDER, AGNES.....*Head of Department of Education; Introduction to
Teaching; History and Principles of Education*
Diploma, Teachers' Training School of Baltimore; B. S., A. M.,
Ph. D., Johns Hopkins University.
- SNYDER, FLORENCE.....*Art*
Diploma, Maryland State Normal School at Towson;
Graduate, Maryland Art Institute, Baltimore.
- STAPLETON, HELEN C.....*English*
A. B., Goucher College.
- STEELE, IRENE M.....*Principal, Campus School*
Diploma, Maryland State Normal School at Towson;
B. S. and A. M., Columbia University.
- STEWART, ZELLA.....*Health Education, Elementary Science*
B. Ed., Illinois State Normal University.
- VAN BIBBER, LENA C.....*History*
Diploma, Maryland State Normal School at Towson; B. S.,
Columbia University; A. M., Johns Hopkins University.
- WALTHER, E. CURT.....*Head of Department of Subject Matter, Geography*
A. B., Cincinnati University; A. M., Columbia University.

- WEYFORTH, EMMA E.-----*Music*
 A. B., Goucher College; Student, Peabody Conservatory of Music
- WOELFEL, NORMAN-----*Educational Measurements*
 Diploma, Buffalo State Normal School, New York; B. S. and A. M.,
 Columbia University.
- WOOLSEY, GERTRUDE S.-----*Art*
 Diploma, New Paltz State Normal School, New York; Diploma,
 Industrial and Fine Arts Courses, Pratt Institute, Brooklyn.

TRAINING CENTERS

Campus Elementary School Faculty

Observation, Demonstration and Student Teaching Laboratory

1927-1928

- STEELE, IRENE M.-----*Principal*
 Diploma, Maryland State Normal School at Towson;
 B. S. and A. M., Columbia University.
- COOK, CATHERINE N.-----*Assistant in Tests and Measurements*
 A. B., Sweet Briar College, Virginia; A. M.,
 Columbia University.
- BUTTERFIELD, HELEN-----*Kindergarten*
 A. B., Olivet College; A. M., Columbia University
- SMITH, HARRIET-----*First Grade*
 Diploma, State Normal School, North Adams, Mass.
- FRUM, ONA PEARL-----*Second Grade*
 A. B., West Virginia Wesleyan College.
- GROVE, LOUISE-----*Third Grade*
 B. S., Columbia University.
- To be Filled-----*Fourth Grade*
- DOWELL, LUELLA-----*Fifth Grade*
 Diploma, Maryland State Normal School at Towson.
- VAUGHAN, CHARLOTTE A.-----*Sixth Grade*
 Diploma, Georgia State College, Milledgeville;
 B. S., Columbia University.
- PHIPPS, WILLIAM F.-----*Seventh Grade*
 First Grade State Certificate (Maryland).
- AIST, LORENA-----*Assistant in the Elementary School*
 Diploma, Maryland State Normal School at Towson.
- GWYNN, MARJORIE-----*Assistant in the Elementary School*
 Diploma, Maryland State Normal School at Towson.

Affiliated Training Centers—Baltimore City

1926-1927

SCHRIEBER, NELLIE	Kindergarten, School No. 51
Diploma, Baltimore Kindergarten Training School.	
THOMPSON, ZELMA G.	Kindergarten, School No. 25
Diploma, Baltimore Kindergarten Training School.	
BOND, MARGARET EULER	First Grade, School No. 51
Diploma, Baltimore Teachers Training School.	
SUTHERLAND, MARGARET G.	First Grade, School No. 213
Diploma, Baltimore Teachers Training School.	
SCHMIDTMAN, MARGUERITE L.	Second Grade, School No. 97
Diploma, Baltimore Teachers Training School.	
WHITE, MILDRED V.	Second Grade, School No. 86
Diploma, Baltimore Teachers Training School.	
LERIAN, HELEN M.	Third Grade, School No. 86
Diploma, Baltimore Teachers Training School.	
TILGHMAN, HELEN G.	Third Grade, School No. 97
Diploma, Maryland State Normal School at Towson.	
BARRETT, WINIFRED E.	Fourth Grade, School No. 86
Diploma, Baltimore Teachers Training School.	
JOHNSTONE, ISABELLE M.	Fourth Grade, School No. 22
Diploma, Baltimore Teachers Training School.	
THOMASON, LIDA LEE	Fourth Grade, School No. 51
B. S. and A. M., Johns Hopkins University.	
CHESNO, ANNA M.	Fifth Grade, School No. 86
Diploma, Baltimore Teachers Training School.	
ERLMEIER, KATHERINE C.	Fifth Grade, School No. 213
Diploma, Maryland State Normal School at Towson;	
B. S., Johns Hopkins University.	
CARROLL, MARY C.	Sixth Grade, School No. 97
Diploma, Baltimore Teachers Training School.	
GUIDER, H. LOUISE	Sixth Grade, School No. 86
Diploma, Baltimore Teachers Training School.	
McLAIN, MARGARET D.	Sixth Grade, School No. 86
Diploma, Baltimore Teachers Training School.	
STORM, ELIZABETH A.	Sixth Grade, School No. 19
Normal Training Course, Chase City, Virginia.	

Affiliated Training Centers—Baltimore County

1926-1927

BUCKLEY, GERTRUDE E.	Intermediate Grades, Bare Hills
Diploma, Maryland State Normal School at Towson.	
BUCKLEY, MILDRED L.	Primary Grades, Bare Hills
Diploma, Maryland State Normal School at Towson.	
HIPSLEY, MARY L.	One-Room School (7 grades), Ridge
Diploma, Maryland State Normal School at Towson.	
HORN, MINA	Primary Grades, Pine Grove
Diploma, Maryland State Normal School at Towson.	
EWING, MARGARET T.	Intermediate Grades, Pine Grove
Diploma, Maryland State Normal School at Frostburg.	
LOGAN, KATHERINE V.	Intermediate Grades, Timonium
Diploma, Maryland State Normal School at Towson.	
LOGAN, ANNA G.	Intermediate Grades, Baynesville
Diploma, Afforby Kindergarten Normal School; Diploma,	
Maryland State Normal School at Towson.	
REMLEY, VELMA G.	Primary Grades, Baynesville
First Grade State Certificate (Maryland).	
ALMONY, VIOLA K.	Intermediate Grades, Putty Hill
Diploma, Maryland State Normal School at Towson.	
SMITH, S. EDITH	One Room School, Sunnybrook
Diploma, Maryland State Normal School at Towson.	
TRENT, ALVINA	One Room School, Sweet Air
Diploma, Maryland State Normal School at Towson.	

Harford County

THOMPSON, ALMA	Second Grade, Bel Air
Diploma, Maryland State Normal School at Towson.	
KELLY, BESSIE	Third Grade, Bel Air
First Grade State Certificate (Maryland).	

Anne Arundel County

HOFFMAN, LILLIAN W.	First Grade, Linthicum Heights
Diploma, Maryland State Normal School at Towson.	
WHAYLAND, ELIZABETH C.	Second Grade, Linthicum Heights
Diploma, Maryland State Normal School at Towson.	
FYFFE, BEULAH H.	Fourth Grade, Linthicum Heights
Diploma, Maryland State Normal School at Towson.	

Library

OSBORN, MARY L.	-----	<i>Librarian</i>
Diploma, Geneseo State Normal School; Diploma, Library School of New York Public Library.		
HOLT, GERTRUDE	-----	<i>Assistant Librarian</i>
BIENEMANN, RUTH L.	-----	<i>Assistant Librarian</i>
STITZEL, FURN	-----	<i>Assistant in Library</i>
Diploma, Maryland State Normal School at Towson.		
YODER, MERLE	-----	<i>Assistant in Library and Elementary School Library</i>
Diploma, Maryland State Normal School at Towson.		

Office

Principal's Office:

ROSE, E. EURITH	-----	<i>Secretary to Principal</i>
GILBERT, ADDA LOUISE	-----	<i>Stenographer</i>
HARTLEY, DOROTHY E.	-----	<i>Clerk</i>

Registrar's Office:

CARLEY, GERTRUDE	-----	<i>Registrar and Business Manager</i>
DEBAUGH, AGNES	-----	<i>Assistant to Registrar</i>
RAWLINGS, CATHERINE	-----	<i>Business Clerk</i>
HARTLEY, ETHEL	-----	<i>Clerk</i>

Dormitory

SPERRY, RUTH C.	-----	<i>Social and Dormitory Director</i>
B. S., Columbia University.		
GROSS, LENNA	-----	<i>Assistant Dormitory Directory</i>
Certificate in Industrial Management, Simmons College.		
RUDD, HELEN M.	-----	<i>Dietitian</i>
Two Years, University of Montana.		
GUNN, CAROLYN	-----	<i>Assistant Dietitian in charge of School Cafeteria</i>
B. S., Columbia University.		
SKIPPER, CHRISTINE G.	-----	<i>Clerk</i>
WHEELER, ROSE LEE	-----	<i>Assistant at Switchboard and Postoffice</i>

Infirmary and Health Service

BURDICK, DOROTHY	-----	<i>Resident Physician</i>
A. B., Mount Holyoke College; M.D., Johns Hopkins Medical School.		
RILEY, JENNIE	-----	<i>Resident Nurse</i>
Graduate Nurse, Worcester, Mass., Hospital Training School.		

Faculty Committees

1927-1928

ASSEMBLY: Lena C. Van Bibber, chairman; Irene M. Steele, Clara McCord, Anita S. Dowell, Agnes Snyder, Edna McEachern, Harriet Bader, and marshals and representatives of Student Council.

ATHLETICS: Ethel Sammis, chairman; Henry Shanks, Helen Rudd, Irene Steele, Mary Masland, Mary Roach, Robert Shaw.

BANK: Eleanor Orcutt, chairman; Catherine Cook, Louesa J. Keys.

BULLETIN BOARDS: Faculty, Nellie Birdsong; Students, Gertrude Woolsey.

CAMP FIRE: Gertrude Woolsey, chairman.

CHI ALPHA SIGMA: Honor Society—Minnie Medwedeff, chairman of Senate.

CRAFT CLUB: Helen Butterfield, chairman.

FACULTY MEETING AND FACULTY LUNCHROOM: Louesa J. Keys, chairman; Mary Hudson Scarborough, Pearl Blood, Robert Shaw.

GIRLS' CHORUS: Elma Prickett, chairman.

GLEE CLUB: Edna McEachern, chairman.

GIRL SCOUTS: Chairman, not yet named.

HEALTH PROGRAM: Anita S. Dowell, Louesa J. Keys, Stella E. Brown, Dr. Dorothy Burdick, Ethel E. Sammis, Mary Roach, Zella Steward, Jennie Riley, Ruth C. Sperry, Irene Steele, Mary Osborne, Anna Halberg, Carolyn Gunn, Leila M. Cobb.

LEAGUE OF YOUNG VOTERS: Lena C. Van Bibber, chairman.

LITERARY SOCIETIES: Helen G. Stapleton, chairman.

ORCHESTRA: Emma Weyforth, leader.

PUBLICITY: Alice Munn.

MEN'S ACTIVITIES: Robert Shaw.

RELIGIOUS LIFE: Mary H. Scarborough, chairman; Ruth C. Sperry, Blanche Frum, Leila Cobb, Robert Shaw, Harriet Bader.

REORGANIZATION OF ACHIEVEMENT CHART: Anita S. Dowell, chairman, Leila Cobb, Mary Osborn, Ruth C. Sperry, Norman Woelfel, Pearl Blood.

SCHOLARSHIP AND PERSONNEL COMMITTEE: Norman Woelfel, chairman, Gertrude Carley, Anna Halberg, E. Curt Walther, Agnes Snyder, Nellie Birdsong, Anita S. Dowell, Ruth C. Sperry.

SOCIAL: Ruth C. Sperry, chairman; Anita S. Dowell, Lena Van Bibber, Edna McEachern, Blanche Frum, Helen Butterfield, Mary Eckford.

STAGE: Gertrude Woolsey, chairman; Charlotte Vaughan.

STUDENT GOVERNMENT FACULTY COMMITTEE: Lida Lee Tall, chairman; Anita S. Dowell, Ruth C. Sperry, Norman Woelfel, Agnes Snyder.

STUDENTS' REST ROOM: Gertrude Woolsey.

TOWER LIGHT: Alice Munn, Managing Editor.

WOMEN'S FACULTY REST ROOM: Mary Hudson Scarborough, chairman; Nellie Birdsong, Helen Butterfield, Helen G. Stapleton, Harriet S. Smith.

Note: The principal is *ex officio* a member of all committees.

STUDENT ORGANIZATIONS, 1926-1927

Athletic Association

<i>President</i> , Evelyn Weider	<i>Vice-Pres.</i> , Audrey Deppenbroch
<i>Secretary</i> , Ellen Clark	<i>Treasurer</i> , Spilman Burns
<i>Soccer Manager</i> , William Mahaney	<i>Hockey Mgr.</i> , Evelyn Calmen
<i>Basket Ball Mgr.</i> , Fred Stouffer	<i>Basket Ball Mgr.</i> , Roberta Dickey
<i>Volley Ball Mgr.</i> , Gladys Leister	<i>Tennis Mgr.</i> , Hyman Sachs
<i>Track & Field Mgr.</i> , Mervin Price	<i>Baseball Mgr.</i> , Harold Manakee
<i>Gen. Mgr. (Men)</i> , Harry Murphy	<i>Gen. Mgr. (Girls)</i> , Helen Nicols

Camp Fire Girls

<i>President</i> , Elizabeth Poole	<i>Secretary</i> , Laura Bollman
<i>Treasurer</i> , Viola Holter	

Craft Club

<i>President</i> , Ida Schorr	<i>Sec.-Treas.</i> , Margaret Peele
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Dormitory

<i>House Presidents</i>	<i>Dining Room Committee</i>
<i>Newell Hall</i> , Augusta McCeney	<i>Chairman</i> , Margaret Rohrer
<i>Richmond Hall</i> , Esther Stanley	

Girl Scouts

<i>President</i> , Rose Famous	<i>Secretary</i> , Margaret Saylor
<i>Treasurer</i> , Lida Ewing	

Glee Club

<i>President</i> , Ruth Rice	<i>Vice-President</i> , Anna Oldham
<i>Sec.-Treas.</i> , Agatha Warehime	

Honor Society

<i>Secretary</i> , Lorena Aist	<i>Treasurer</i> , Helen Scott
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Junior Class Officers

<i>President</i> , Karl Schwartz	<i>Vice-President</i> , Helen Nichols
<i>Secretary</i> , Loretta Harley	<i>Treasurer</i> , Fred Ward

Normal Literary Society

<i>President</i> , Hazel Gambrill	<i>Secretary</i> , Charles Dudderar
<i>Song Leader</i> , Evelyn Weider	<i>Reporter</i> , Robert Weaver

Pestalozzi Literary Society

<i>President</i> , Beatrice Schlimme	<i>Vice-President</i> , Sadie Hendler
<i>Secretary</i> , Helen Scott	<i>Song Leader</i> , Evelyn Calmen
<i>Reporter</i> , Helen Scott	

Rural Club

President, Robert Weaver

Vice-President, Thelma Watson

Treasurer, Spilman Burns

Secretary, Dorothy Tindall

Exec. Officer, Augusta McCeney

Senior Class Officers

President, Margaret Haines

Vice-President, Spilman Burns

Secretary, Mary Ryan

Treasurer, Harriet Brewer

Student Council

General Student Council

Day Student Council

President, Elizabeth France

Chairman, Mildred Herrman

Vice-President, Ann Oldham

Vice-Chairman, Louise Lynch

Sec.-Treas., (To be elected.)

Sec.-Treas., Corintha Caldwell

Dormitory Student Council

Chairman, Louise Young

Vice-Chairman, Margaret Rohrer

Sec.-Treas., Marjorie Gwynn

Tower Light

Business Mgr., Foster Ford

Advertising Managers

Circulating Mgr., Howard Flook

Sybil Lavin

Louise Manuel

Student Editors, Rachel Powell, Adele Flook, Eleanora Bowling

Y. W. C. A.

President, Mildred Nikirk

Vice-Pres., Marguerite Dornheim

Secretary, Helen Cushen

Treasurer, Elizabeth Poole

Chairman Mid-Week Religious Work, Ethel Emmert

WHO SHOULD ELECT TEACHING AS A PROFESSION?

The selection of a life career should be made after careful consideration of all the factors involved. Are you considering the teaching profession? Investigate intelligently at least, along these three lines: (1) The status of teaching in Maryland; (2) the personal qualifications of candidates; (3) the opportunities in the profession.

Status of the Profession in Maryland

In Maryland there are about 4,946 white teachers in elementary schools, of whom 3,046 are teaching in elementary grades in the twenty-three counties and 1,888 in Baltimore City. In the counties, about eight per cent. of these are teachers on third grade certificates; about nineteen per cent. on second grade certificates; and nearly three-fourths on first-grade certificates. In Baltimore City all are teaching on first-grade certificates. The educational objective in a forward looking and progressive State is to place "a trained teacher in every classroom" in the schools of the State. Therefore, to do their duty by the people of Maryland the Normal schools of the State should have in attendance at least one thousand students, so that five hundred trained teachers can be counted upon yearly to take the places of the five hundred teachers who leave the field each year.

Personal Qualifications

High school graduates who elect the teaching profession as their chosen field should be those who have considered all the professional fields; medicine, law, engineering, institutional management, education—and after due study of their own aptitudes for these callings should have decided that the field of education holds for them the greatest possibilities for personal growth, special abilities, and success. Such young men and women will be real students; will love children and will be as interested in developing a child's possibilities as a student of medicine is in studying disease or surgery in its remedial and preventive phases; will possess characteristics of leadership; will, if possible, have a sense of humor; and, above all else, will be straightforward and trustworthy, and willing to seek the truth always.

To this type of high school student the normal schools of the country extend a welcoming hand.

Opportunities in the Profession

The profession needs leaders, and for these there are always positions open. Professor E. L. Thorndike says that if education could claim five hundred such leaders as medicine has, represented by such men as Maryland's own Dr. John M. T. Finney and Dr. William Welch of the Johns

Hopkins Medical School; and Dr. Simon Flexner of the Rockefeller Institute, education would indeed be looked upon with the respect it deserves among the group of professions. Our aim is, "A trained teacher in every classroom in the schools of the country." When this is accomplished other results will follow, and the greatest objective a nation can work for will have been reached—the *stamping out of illiteracy and the giving of an equal opportunity to every boy and girl in the United States.*

The Financial Side of the Teaching Profession for a Maryland Student

(Written for the Catalogue by
Miss Helen Nicols, President of the Class of 1928.)

In choosing one's vocation or profession, we find that invariably there is the financial problem that must be met and solved. There are four phases to consider in that problem: First, the cost of procuring the professional education; second, the value of that education in the modern educational program; third, the assurance of a position utilizing the education; and fourth, possibilities for advancement in the profession.

The total cost of procuring one's professional education at the Maryland State Normal School is comparatively small. As the school is a State institution, no tuition is charged. The main expenditures required of the non-boarding student are the following:

1. Registration fee per year-----	\$5.00
2. Laboratory fee per year-----	5.00
3. Health fee per year-----	5.00
4. Library Service fee per year-----	5.00
5. Property damage deposit per two years-----	*5.00

*Refunded if not charged with breakage.

In the college one has to face the book bill every month, but at the Normal School all text books are supplied by the authorities. However, one cannot depend upon texts only in a teacher training institution, for the wealth of this profession is locked up in many books, so vicarious is the learning involved. Hence the library service fee.

There are, also, several community causes to which the individual is asked to contribute. They are: The class dues ranging from one to two dollars a year; the Athletic Club dues of two dollars per year; there is the school paper, "The Tower Light," which carries a dollar and a half subscription per year; and if you become a member of any other club, a nominal yearly charge is levied.

The total expenditure required in procuring a professional education at the Normal School is surprisingly small when compared with a private college of equal rank and lies within the means of the vast majority.

In most of the colleges and universities of the country, a credit ranging between 55 and 60 points is earned by a student if he successfully completes the first two years of his course. A similar credit ranging from 55 to 60 points is given a Maryland State Normal School graduate by the leading Teachers Colleges in the country. This is true in the Teachers College Department of the Johns Hopkins University, Columbia University, and the University of Maryland.

Anyone desirous of a college degree, but who finds that his financial condition at the time does not permit him to undergo such an expense, may take the two-year course at the Normal School, thus procuring the necessary credits at little expense and allowing him to ultimately reach his goal after he has fulfilled his pledge to teach two years in the State.

A Maryland State Normal School diploma makes a person eligible to teach anywhere in the State of Maryland. By the Charter of Baltimore, 1898, all students desirous of teaching in Baltimore City must take an examination by the Baltimore School Board and called "The Professionals." In considering the situation in Baltimore one must understand the annual turnover that occurs in the list of teachers employed by the Baltimore City School System. Vacancies occur in that list due to the following reasons: Retirement upon reaching the age limit, impaired health, marriage, and forced resignations due to inefficiency. The list of positions to be filled is growing steadily due to the immense building program under way in Baltimore at the present time. At the time of writing (April, 1927) one hundred and eleven positions have been filled by new appointees in the primary list and one hundred and two in the intermediate list—since last June. At one time, conditions were such that the supply of teachers exceeded the demand; that is not the case today, however, and the authorities have every reason to believe that unless many more people come into the profession, the former conditions will be reversed in a few years' time.

The salary of a new appointee in the Baltimore City Schools is twelve hundred dollars for the first year. A raise of one hundred dollars is added annually, the maximum being \$1,800 for the ordinary teacher. However, the salaries of those teachers who take courses offered by the Johns Hopkins University may exceed that. The State minimum is \$950 but several counties pay more and Baltimore County pays \$1,200 to a beginning teacher just as Baltimore City does. There is a great demand for persons possessing executive ability. Such persons are needed for principals, supervisors, or teachers of special classes.

Surely then, we can say that a Maryland State Normal School graduate procures his education at little cost; his diploma is equivalent to a two-year course in college in the modern educational program; a position utilizing his professional education is practically assured; and due to the opportunities for advancement in the field, he can become a success financially.

Opportunities Within the State

The State law for 1922 raised the minimum beginning salary for elementary school teachers from \$800 to \$950 for a normal school graduate or a teacher with a first-grade certificate, with a bonus of \$100 additional for graduates in charge of one or two-teacher rural schools. The counties vary in the minimum for beginning teachers—from \$950 to \$1,200. At present the beginning salary in Baltimore City and Baltimore County is \$1,200. Positions at the top are open to gifted and experienced teachers, as principals, as helping teachers, as supervisors, and as county superintendents.

The Towson Normal School graduates of June, 1926, numbering 428 (211 from the counties, 214 from Baltimore City, and three from out of the State), have been located as follows: Of the graduates from the counties 39 per cent. were placed in one-teacher schools; 18.3 per cent. in two-teacher schools and 42.7 per cent. in graded schools. About 77 per cent. returned to teach in their home counties. The supply for the county vacancies is still not large enough to meet the demand. Of the graduates from the city, by March, 89 were placed in the city schools and 16 accepted county appointments.

HISTORY

The Maryland State Normal School at Towson, the oldest and the leading institution in the State of Maryland for the training of elementary school teachers, was created by the Legislature of 1865, and opened on January 15, 1866. It was for a long time Maryland's only institution exclusively devoted to the preparation of teachers for public schools. The old Normal School building, which housed the school on Lafayette Square, in Baltimore, from 1876 until 1915, is gratefully remembered by hundreds of Maryland teachers, and it still stands as one of the most interesting landmarks in the history of public education in Maryland.

In June, 1924, by an arrangement of the Baltimore City School Board with the State Board of Education, the Training School for Teachers in Baltimore City was closed and plans were effected so that all the senior students of the Teachers Training School would finish their required second year at the State Normal School at Towson and all new city students from the high schools would henceforth enroll regularly in the State Normal. The enrollment in September, 1924, numbered 510 from Baltimore City and 614 from the counties of the State, a total of 1,124 students. The opening of the year 1925-1926, therefore, is a historic milestone in the development of the school, and in teacher training particularly.

LOCATION AT TOWSON

In the Autumn of 1915 the school was moved into splendid new quarters in South Towson, in Baltimore County, where, under the supervision of the Maryland State Normal School Building Commission, the

State made an educational investment of more than \$840,000. This location is ideal. The grounds, 88 acres in extent, comprise beautiful lawns, athletic fields, woodland, residence halls, and truck gardens contributing to the support of the residence halls. There is abundant opportunity for healthful outdoor recreation, for connecting up school instruction with field study of the real things of nature, and for gaining practical knowledge and experience from the various regular and extra-school activities of the institution.

Though entirely removed from Baltimore, the school is near enough to Maryland's great city to permit of trolley trips to Baltimore for visits to the art galleries, for attendance upon concerts and lectures, and for other cultural purposes. From time to time, also, on Saturdays and holidays, boarding students may conveniently meet their parents for a day together in Baltimore. Moreover, the mail, express and other conveniences of Towson are immediately at hand; and the schools of Baltimore (for the city students), and the county schools at Timonium, Baynesville, Ridge, Belair, Linthicum Heights, and other nearby places (for the county students), afford opportunities to visit typical urban, suburban and rural schools, and to develop practice teaching under normal conditions.

BUILDINGS

The main buildings are the Administration Building, Newell Hall, Richmond Hall, the Cottage, and the Power House.

Administration Building

The Administration Building contains the executive offices, reception rooms, auditorium, lecture rooms, classrooms, laboratories, the library, and the cafeteria and dining room for the accommodation of day students. In this building also is located the Elementary School that serves as the laboratory school for demonstration, observation and practice work, being a regular kindergarten and seven-grade suburban school for children living in the Towson district immediately surrounding the school, and for children from Baltimore City in the proximity of the school.

The Library

The main floor of the North wing of the Administration Building is devoted to library purposes, with an office and two large reading rooms containing nearly 30,000 volumes. Of this number, approximately 7,000 are charged out as texts for the term, and 20,000 are maintained for reference and reading through the day, and circulated for overnight use.

The reference collections of standard encyclopaedias are to be found in both rooms, and the selected group of current periodicals is arranged with late numbers in the Main Room and reference files in the Annex.

Our larger school (September, 1924) has set a greatly increased standard in books and equipment for us to reach, and the school has made a stupendous effort during the past three years to meet national standards for teacher training institutions of our present size. In the Annex, a mezzanine floor and gallery with shelving to hold 10,000 volumes has been erected. Between 5,000 and 6,000 new books have been purchased, notable additions being made in the collections for teaching reading, geography, history, hygiene and industrial arts.

A small but carefully chosen fiction collection is maintained for purposes of recreation, literary reference and formation of reading habits; and our magazine list includes all the "Quality Group," plus the best educational and current event titles.

Practice in the use of the library is assured by assignments from all departments covering required work, supplementary reading and the use of periodicals and indexes.

By arrangement with the elementary school, library reading or story-telling periods are conducted for each grade. Students have the privilege of observation and occasional participation in these story-telling groups. In the winter of 1926 an elementary school room was fitted up as a library for children—"their very own library"—and their parents have generously contributed money for the purchase of books.

THE BOOK SHOP

Under the management of the school there is run a Book Shop for the convenience of the students, where such materials as notebooks, pencils, paper, mineographed outlines of courses, books, stationery, post-cards, and souvenirs are sold. The Book Shop assists the successive classes in handling their class pins and class rings, and is available for service to the students generally.

LIVING ACCOMMODATIONS

Newell Hall

Newell Hall, the main dormitory, is constructed on a plan affording room and bath facilities quite superior to those ordinarily found in even the best of the private boarding schools and colleges. The unit of the plan, fully carried out on the first two floors, is a pair of rooms with commodious bath between them. Rooms accommodate two, three or four students. The third floor has the common dormitory arrangement of group baths at the two ends of the corridor. Newell Hall will house two hundred and eighty students.

The Infirmary and Health Service

In Newell Hall a suite of five rooms, four for the women students and one for the men, at the extreme southeast end of the main corridor of the building, where there is much privacy and sunlight, is set aside for

infirmary purposes, and here, any student taken sick may be cared for, if necessary, away from all other students. There is a special diet kitchen for the infirmary service; and there is a full-time physician and a trained nurse in residence.

Richmond Hall

Richmond Hall, named after the former principal, Sarah E. Richmond, beloved and honored by all the Alumni for her long connection of fifty-five years with the school, adjoins Newell Hall. It was completed September, 1924. This Hall accommodates 130 students in comfortable rooms, most of which are for two students. There are a few single rooms, and sleeping-porch accommodations for sixteen students. The new social room on the first floor provides a restful and homelike place where students may enjoy their leisure time or receive their friends.

The Cottage

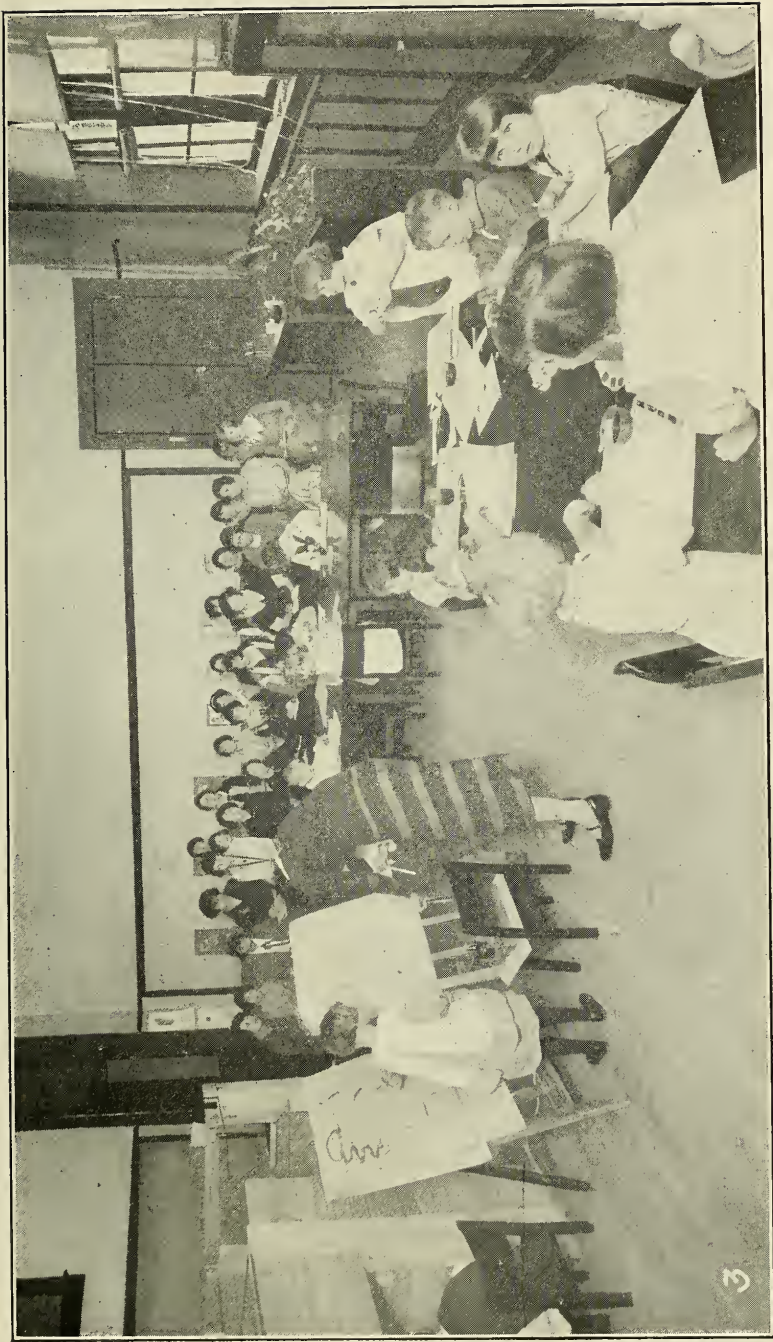
The Cottage, a residential building on the grounds, was fitted out as a dormitory in the fall of 1925 for fourteen students and a faculty adviser. Here a homogeneous group can be housed and have all the advantages of dormitory life while retaining the charming home atmosphere that can be maintained best by a small group living together with common interests and aims.

The Dining Room

The present dining room in Newell Hall has been enlarged by the addition of two attractive wings. These allow for the seating of 550 students where before only 180 were accommodated at a sitting. Luncheon is served cafeteria style, but breakfast and dinner are service meals when all are seated. In this way the courtesies of table conduct and social life become a part of the regular student life.

Out-of-Dormitory Accommodations

By September, 1922, the enrollment had increased to such proportions that the limit of dormitory capacity, which accommodated three hundred and eighty-five resident students, had been reached. An appeal was made to the citizens in the town to open their homes, and as a result ninety students were placed in most comfortable boarding houses. Each year since then the co-operative plan has been in effect. This arrangement is followed in all college towns where enrollment exceeds dormitory capacity. A list of available rooms is furnished to parents upon request, and the Towson boarding students will assume responsibility for renting and paying for rooms during the school year. Such students, living in the Towson homes, pay \$72 per year to the school for meals and laundry and approximately \$3 a week to the Towson hostess. It costs about \$12 more to room in Towson than in the dormitory because the hostesses must be paid for their rooms during the Christmas and



A NORMAL SCHOOL USES ITS ELEMENTARY SCHOOL CHILDREN FOR A LABORATORY. NOTE THE THREE FACTORS INCLUDED HERE—
TRAINING TEACHER, CHILDREN, AND STUDENT TEACHERS OBSERVING.



MANY BOOKS ARE ESSENTIAL FOR BOYS AND GIRLS IF A NATION IS TO BE FREED FROM ILLITERACY. THE ELEMENTARY SCHOOL LIBRARY, ON OUR CAMPUS, IS ONE OF THE MOST DELIGHTFUL PLACES WHERE OUR CHILDREN GATHER FOR PLEASURE AND RECREATION

Easter holiday periods. *In 1926-27 we were able to accommodate all the women students within the dormitories.* All men students reside in town.

Dormitory Policy for Entrance and Withdrawal of Baltimore City Students 1927-1928

City students living at a distance which necessitates the taking of three cars to reach the school, after approval by the State Board of Education, may reserve rooms in Towson or in the dormitory, if rooms are available there. If rooms are available in the dormitory, they must be filled first.

City students assigned to rooms in Towson in September will be transferred to the dormitory if any vacancies occur there before October 1.

City students who enter the dormitory or take rooms in Towson will be expected to remain for the entire school year and not change their status to that of day students at the end of any term. Only City Seniors in practice may transfer to their homes during the term of teaching.

Dormitory Policy for County Boarding Students

County students who have reserved a room and have entered the dormitory must hold their reservations for the year unless withdrawing because of weak scholarship or ill health. They may not withdraw to become day students, except for change of residence.

County or city students entering the dormitory after October 1, will be expected to remain for the entire school year.

Supervision of Resident Students

(The term, "Resident Student" includes all dormitory and Towson boarding students).

The regular hours of the school day are from 9.00 A.M. to 4.00 P. M.; and day students upon completing, each day, any assignment they may have after 3.00 P. M. are free to leave for their homes, and the school is held for no further responsibility toward them.

Day students are expected to abide by the rule that they will not accept automobile rides with strangers en route to and from the school.

Over the resident students, the instructors, the officers of the dormitories and the hostesses in the Towson boarding homes exercise the customary residence hall supervision and guidance, so that parents may feel assured that their daughters and sons are in the hands of careful, responsible and experienced institutional directors. To this end the hours of the day outside of school hours are systematically arranged in a program of recreation and study or other appropriate duties, efforts being made to have every student interested to a proper extent in recreation and social activities as the needful supplement to study and recitation.

Because these social and recreative activities among students themselves, added to the serious program of studies assigned each class, are considered sufficient to occupy the whole time of everyone in the dormitories, visits of outside persons are not encouraged on school days or nights. Visitors are, however, received on Friday evenings and Sunday afternoons; but students must register their visitors, so that, whenever it seems desirable, parents may be informed of the guests their sons and daughters are entertaining.

A printed form concerning week-end privileges is filled out by the parents. *Parents are earnestly requested not to ask for week-end home privileges for their sons and daughters oftener than once a month.*

Social functions, such as class entertainments, teas, receptions and dances, are planned for all students under faculty chaperonage as a valuable means of promoting the education of the students in the social graces, a very necessary element in the future teacher's equipment.

Attention to the religious interest of the students is given in the form of regular but voluntary chapel exercises in the school and Sunday vesper services in the dormitory. Cordial co-operation is sought between the school and the ministers of the various churches in Towson and Baltimore, so as to encourage the boarding students to attend regularly the church and Sunday School service of their choice.

There is an active Y. W. C. A. organization among the students.

The dormitory is managed partly through a student government organization which is an interesting development of the last five years.

COST AND DORMITORY REQUIREMENTS

For Boarding Students

To encourage capable and ambitious young women and men to enter the profession of teaching and devote some years, if not a life time to service in public schools, the State offers all the advantages of the splendid Towson plant, free of any tuition fee. All students who now enter are classed as scholarship students, since any worthy Maryland student, duly certified through scholarship and character as prepared to undertake Normal School work, may obtain admission to the school simply by agreeing to the obligation to teach in the public schools of Maryland for at least two years after graduation. The entrance requirement is fifteen points of high school credit and an average of scholarship of college grade plus the recommendation of the principal. Any other student not so qualified may request admission; he will then be submitted to an examination; if he passes the examination he will be admitted on probation.

Dormitory students admitted to rooms in the residence halls are given room, board and laundry, and personal care at the rate of only \$5.00 per week. This charge for the scholastic year of 36 weeks amounts to \$180.00, payable in two equal installments in advance, \$90.00 on the opening day in September and \$90.00 on February 1. In addition to this, four fees, to be paid every year, are required: A \$5.00 registration fee, a \$5.00 laboratory fee, a \$5.00 health fee, and a \$5.00 library service fee.

Health Fee

The \$5.00 health fee is really a health insurance expedient, for by this fee the health of the student will be carefully safeguarded. In order to discover remediable, as well as serious physical defects, every student is given a thorough physical examination upon entrance and parents are notified about the results of these examinations. A second thorough examination is given during the Senior Year. A student is expected to correct defects within seven months after entering the school. We aim to produce healthy bodies as well as trained minds. A physician and a trained nurse are regularly employed as full-time members of the staff, and doctors' bills for petty ailments are met out of this fund. If, however, a student is ill enough to be sent to a hospital, to need X-Ray or special treatments, the school does not assume responsibility for such expenses. All contagious disease cases are sent immediately to Sydenham Hospital or the Johns Hopkins Hospital, after parents have been consulted.

Library Service Fee

During the past four years, the service of the library has quadrupled. It affords to students not only a storehouse of books, but a laboratory of tools and equipment for teaching and working out their special problems. A unique library service such as this school offers, dealing with books, magazines, pamphlets, pictures, illustrative material, and music records, requires special aid and equipment. Accordingly, a fee for library service, somewhat of the nature of a laboratory fee, will be charged during the ensuing year. Text books are furnished free.

Room Reservation Fee

A room reservation fee of \$10.00 is required each year of all applicants who desire to board at the school. This fee is deducted from the fixed charges upon entrance.

Cost for Day Students

Day students will pay only the four fees: registration, laboratory, library service, and health. They will deposit the breakage fee, which will be refunded at the end of their two years' stay, just as is done in the case of the boarding students, if no damages are charged to the student.

Day students can obtain wholesome hot lunches in the school cafeteria at a very low charge.

Cost and Boarding for Out-of-State Students

Students residing out of the State of Maryland may enter the Normal School upon presentation of their required high school credits and receive free tuition provided they pledge to teach two years in the State after graduating from the school. It is, however, necessary that a bond be furnished to the amount of \$600.00, which will be returned when the pledge to teach the two years has been fulfilled. This \$600.00 represents the difference between the amount the student pays and the actual cost per student and assures the State that it will not lose in case the pledge

is broken. The Fidelity Bonding Company attends to this matter for the school, and for their services the student pays \$10.00 a year for four years—the two years the student attends the school and the two years he or she teaches in the State of Maryland. The \$600.00 does not necessarily have to be paid in cash, but the security offered must be negotiable. No real estate collateral is accepted. This bond must be arranged for before the end of the first week of school, and Mr. Ernest C. Hatch, agent for the Fidelity Bonding Company, Towson, Maryland, will be glad to furnish any further information that may be desired.

Special Music Instruction

Individual music instruction, if desired, can be arranged for at the school. For this instruction there are special rates according to the instrument and the size of the group. There may be group instruction and individual instruction. Individual instruction is more expensive than group instruction.

Personal Expenses

There are, of course, other expenses incident to college life: Class dues (from \$1.00 to \$2.00 each year), Athletic Association dues (\$2.00), Literary Society dues, club dues, etc. A regular allowance should be provided by the parents for these and other personal needs, the minimum amount to be not less than \$1.00 a week or, preferably, \$50.00 for the year.

What to Bring With You

Every student must furnish for personal use: towels; toilet soaps; bureau scarfs; a quilted pad for the bed, size 72 in. by 30 in. (these can be purchased in the School Book Shop); *one pair of blankets*. Each student should also bring two laundry bags, two tumblers, two spoons, and six table napkins.

The required uniform for athletics is: Two all-white middy blouses, a black tie, a pair of black or dark blue bloomers, black stockings and white tennis shoes (sneakers). Knickers may not be worn for athletic work. Each student must be provided with shoes and rubbers or high arctics so as to be properly protected for bad weather.

Each student will be furnished with one new electric bulb for the room at the beginning of the year—these must be replaced when burned out. No electric stoves, curlers or electrical appliances, except student lamps of standard make, are permitted. (Gas-jets are provided for the heating of curling irons.) No cooking is allowed in students' rooms. Neither is laundering allowed in rooms—it must be done in the students' laundry, which is well equipped for the purpose. A charge of \$1.00 is made to all boarding students for the use of this laundry. No laundering is allowed in rooms.

Women students are allowed the following pieces of laundry each week: 2 sets of underwear; 2 brassieres; 2 slips; 2 gowns; 3 towels; 1

wash cloth; 2 table napkins. Stockings and handkerchiefs will not be laundered in the main laundry. No substitutions may be made in this list.

The following is the list of the laundry allowed to men students per week: 2 pieces of underwear; 2 pairs of socks; 6 handkerchiefs; 3 towels; 3 shirts; 6 soft collars; 2 pairs of pajamas; 1 wash cloth.

All extra laundry must be paid for at commercial rates.

Woven laundry markers of a standard make, with student's name, must be attached to all articles. These may be purchased from any department store. All students are responsible for securing these and attaching them to their garments before coming to the school.

Men students wear their coats for all classroom recitations and in the dining room; sweaters may be worn only on the athletic field and in the men's own rooms, except that on Saturday morning sweaters are permitted.

What Not to Bring With You

No boarding student will be permitted to house a personally owned automobile on the campus or in Towson for his or her permanent use.

Breakage Fee

A breakage or property deposit of \$5.00 is required of all students. This will be refunded at the close of the two-year course if the student has not broken or destroyed any of the school or dormitory furniture or furnishings.

LOAN SCHOLARSHIPS

"Borrowing for an Education is a Good Investment."

There are a number of loan scholarships which are available to students whose credentials are satisfactory. The Sarah E. Richmond Loan Scholarship Fund was established by the Alumni of the school in memory of Sarah E. Richmond, for 55 years connected with the school as student, teacher, principal, and dean of women. The Reese Arnold Memorial Loan Scholarship, the Lillian Jackson Memorial Loan Scholarship, and the Esther Sheel Memorial Loan Scholarship (class of 1927) were established by the students of the school in memory of classmates who died. The Normal Loan Scholarship and the Pestalozzi Loan Scholarship were established by the Normal and Pestalozzi Societies, and the Class of 1925 Loan Scholarship was a gift from the Senior Class of that year. The Carpenter Memorial Loan Scholarships were established by a friend of the school interested in teacher-training.

A student requesting a loan from any of the scholarship funds should apply for an application form. It will be necessary for such an applicant to show evidence that the loan is a real necessity in order that he or she may become a student of the school. In addition to certain letters of recommendation which must be filed with the application form, the scholastic standing of the student in high school is also given careful

consideration. The loans are made at 6% interest and repaid in two installments after graduation and during the first two years of teaching experience.

The funds are as follows:

Name	Amount	When Available
1. The Sarah E. Richmond Loan Fund-----	-----	1927-1928
2. The Lillian Jackson Memorial Loan Fund---	\$50.00	1927-1928
3. The Carpenter Memorial Loan Fund-----	402.00	1927-1928
4. Class of 1925 Loan Fund-----	90.00	1927-1928
5. The Reese Arnold Memorial Loan Fund-----	100.00	Sept. 1928
6. The Martha Richmond Junior Loan Fund----	180.00	Sept. 1929
7. The Normal Literary Society Loan Fund (Class of 1925) -----	100.00	Sept. 1929
8. Pestalozzi Loan Fund (Class of 1926) -----	100.00	1927-1928
9. General Scholarship Fund -----	175.00	Sept. 1929
10. Esther Sheel Memorial Loan Fund-----	500.00	Sept. 1929

SUMMARY OF FEES

Registration fee (required of all students)-----	\$5.00 per year
Laboratory fee (required of all students)-----	\$5.00 per year
Health fee (required of all students)-----	\$5.00 per year
Library Service fee (required of all students)-----	\$5.00 per year
Piano, other instruments or vocal instruction----	Fee named upon request
Practice fee for use of piano (for special music student)---	\$10.00 per year
Board in the Dormitories-----	\$180.00 per year

Rooms in Towson (students rooming in the town pay \$72.00 to the school for meals and laundry and \$3.00 per week for room in a Towson home.)

Property-damage deposit, to be refunded at end of Senior year if no breakage is charged to the student (required of all students)----- \$5.00 per year

REFUNDS

As a basis for making refunds to students who withdraw, the following plan will be effective beginning September, 1927:

Day Students

1. Day students who withdraw between the opening of school and October 1, shall have refunded all fees except the registration fee.

2. Day students who withdraw *on their own or guardian's initiative after October 1*, shall receive no refund of fees.

3. Day students who withdraw *at the request of the school after October 1*, shall receive no refund of fees.

Resident Students

1. Resident students who withdraw *before* October 1, shall have refunded all fees except the registration fee; and shall have refunded also the amount paid for board; minus the board for one more week than the number of weeks actually spent in the school.

2. Resident students who withdraw *on their own or guardian's initiative after* October 1, shall receive no refund of fees, and will be charged for board by terms, i.e., either for one term, or two terms, or three terms, according to the time of withdrawal. Fractions of a term will, therefore, be counted as full terms.

3. Resident students who withdraw *at the request of the school after* October 1, shall be refunded the amount paid for board, minus the board for one more week than the number of weeks actually spent in the school.

APPLICATIONS FOR ADMISSION

Blank applications for admission will be furnished upon request. Such blanks should be filled out and sent to the school well in advance of the student's coming, so that the reply from the school can inform the student as to the entrance requirements and the assigned dormitory reservation. If, after a boarding student has been given a room assignment in one of the resident halls, or in the Town of Towson, circumstances arise to prevent the student from attending Normal, that fact should be immediately communicated to the school, so that the

room reservation thus surrendered may be available for another student. A room deposit of ten dollars (\$10.00) is required. This amount is deducted from the fixed charges upon registration.

Additional Information

Additional information and answers to particular questions that students or parents may wish to ask will be gladly furnished.

Address: LIDA LEE TALL, *Principal*,

The Maryland State Normal School at Towson,

Towson (Suburb of Baltimore), Maryland.

PROFESSIONAL INFORMATION

STATE TEACHERS' CERTIFICATES

Upon receiving the diploma of graduation from the two year curriculum of the Maryland State Normal Schools, the graduate is immediately awarded the State elementary school teacher's certificate of the first grade. This certificate is valid for service in any school in the counties of the State for three years, and it is renewable upon evidence of successful experience and professional spirit.

The graduates registered from Baltimore City also are entitled to receive the State's elementary school teacher's certificate of the first grade; and in addition, must take the city professional examinations which admit them to teach in the elementary grades of the Baltimore City School System. This plan is a part of the City Charter and dates back to 1898.

COLLEGE CREDITS

Graduates of the two-year Normal Course, based as it is upon fifteen points of high school credit and the principal's recommendation that the student is of college grade, will, when matriculating for the B. S. Degree in Education, be given credit by the leading Teachers' Colleges in the country—Johns Hopkins University, Columbia University, the University of Maryland, etc. In all such cases the university requires the right to examine the record of the student, and will grant full credit if the record for scholastic attainment is an acceptable one.

GRADING

A modified form of the Missouri marking system is used. The grades are designated by the following symbols: A, B, C+C, C—D, F. "D" grade is the lowest passing mark, yet is considered unsatisfactory, and "F" is a failure, which means a complete take-over of the course so marked.

Any student receiving more than two failures during any one term will be dropped from the School, and any student adding a failure to two failures made during a preceding term will be required to attend the school longer than two years to complete the course. Any student receiving average lower than C during the year will be advised to withdraw.

REGULATIONS REGARDING ABSENCES AND TARDINESSES

Students are asked to familiarize themselves promptly with the rules of this school regarding attendance and punctuality.

Tardiness:

1. Entering classroom after ringing of final bell.
2. Failure to turn in excuses promptly.

Absence:

1. Absence from school for a day or more.
2. Absence from one or more classes or from assembly on days when the student is present in the school.

Note: This type of absence is not to be tolerated. Self-excuse in this case must be accompanied by a personal note from the principal or the school physician.

3. Absence due to prolonged illness. (In such cases the school must be notified as soon as possible.)

Note: Absence immediately preceding a holiday or absences or tardinesses immediately following a holiday will count doubly against the student's record.

At a prominent place in the Registrar's office may be found excuse blanks for absences and tardinesses. Students who have been absent or tardy according to the above classifications must obtain a *proper form* and state clearly the reason for such absence or tardiness thereon. Failure to turn in excuses *promptly* at the Registrar's office may constitute one or two additional tardinesses, depending upon the degree of the delayed excuse. ("Promptly" means, in the cases of *absence*, the day of returning to the school; in the case of *tardiness*, the day on which the tardiness occurs.

Students whose records begin to show poor attendance or lack of punctuality will be promptly warned by the Registrar that no further absence or tardiness may occur. Failure to heed this warning will constitute a serious breach of school discipline and will be dealt with seriously by the Scholarship Committee of the Faculty.

THE CURRICULA OFFERED

The dominant aim of the Maryland State Normal School is the preparation of teachers for the elementary schools of the public school system. To this end the following principles indicate the general plan upon which the course of study is based:

1. The definite field work of this school is the training of teachers for the elementary schools. To graduate as a teacher for the elementary schools indicates a high professional and academic outlook as well as ability for social and civic leadership.

2. Courses are so planned as to make a definite contribution to the training of teachers in a way that will lead on to recognition for college credit in the leading Teachers' Colleges of the country.

3. The objective of all the courses is *participation* in the actual work of teaching.

4. The course provides for differentiated curricula leading to specialization in grade and rural positions. These differentiated courses follow phases of participation throughout the Junior year.

5. There are four types of courses: First, informational courses which aim to make students intelligent toward their environment. In these courses, though the emphasis is placed upon subject-matter, the application to the practical work of teaching is not neglected. Second, there are courses in which emphasis is laid upon the principles underlying the teaching of special subjects, and in these rich and varied subject-matter is also offered. Third, there are courses in the general field of education. Fourth, there is practice teaching, which is the laboratory work of the student teacher.

The Curricula are differentiated into three courses, all leading to the regular diploma of graduation from the Maryland State Normal School at Towson, which secures the State elementary school teachers' certificate of the first grade. An essential feature of each curriculum is the division of the school year into three terms, the first or Autumn term, the second or Winter term, and the third or Spring term; and the organization of the work so that every student has a twelve weeks' course (1) in Introduction to Teaching, which is given to all entering students during their first term, as the orientation course which discloses to them what the profession of teaching really is; (2) a twelve weeks' course in participation given during the second or third term in the Junior year; and (3) a twelve weeks' course in student teaching in the Senior year. One-third of the Senior Class each term will be assigned to intensive teaching in the 40 Training Centers provided through the courtesy and co-operation of the Baltimore City Board of Education, the Baltimore County Board of Education, the Harford County Board of Education and the Anne Arundel County Board of Education. The three courses offered are:

The Rural School Curriculum;

The Curriculum for Kindergarten and Primary Grades;

The Curriculum for the Intermediate Grades.

THE CURRICULUM

JUNIOR YEAR

Subjects:	TERM I.	Periods Per Week	Subjects:	TERM II.	Periods Per Week
Teaching I (Introduction to Teaching)		3	*Teaching II.		3
Ed. Psychology I.		2	Ed. Psychology II.		2
Biology or Elementary Science		4	English II.		2
English I.		3	Geography I.		3
History I.		3	Health Education II.		2
Art I.		3	Mathematics I.		3
Athletics		2	Art II.		2
Music I.		2	Music II.		2
			Athletics		2
		22			21

Subjects:	TERM III.	Periods Per Week
Ed. Psychology III.		2
Ed. Measurements		2
English III.		3
Geography II.		3
Health Education I.		3
History II.		2
Music III.		2
Penmanship		1
Athletics		2
		20

* Teaching II is also known as Junior Participation. Here the student has opportunities to practice in both primary and intermediate grades in order to decide upon her real aptitude for teaching children.

Note: There is practically no differentiation in the Junior year for either Baltimore City or the county students except in the third term, when groups of students are selected for the first term of the Senior year to be prepared for their Teaching III experience (Senior practice term).

Schedule for Juniors who are to teach the *first* term of the Senior year:

Intermediate Course			Kindergarten-Primary Course		
Subjects:	TERM III.	Periods Per Week	Subjects:	TERM III.	Periods Per Week
Ed. Psychology III.		2	Ed. Psychology III.		2
Ed. Measurements		2	Ed. Measurements		2
English V.		3	K.-P. Education		4
Health Education I.		3	English V.		3
History II.		2	Health Education I.		3
Mathematics II.		3	History II.		2
Music III.		2	Music III.		2
Penmanship		1	Penmanship		1
Athletics		2	Athletics		3
		20			21

SENIOR YEAR

Kindergarten-Primary Course

Subjects:	TERM I.	Periods Per Week	Subjects:	TERM III.	Periods Per Week
*English V.		3	Hist. and Prin. of Ed.		3
Health Education III.		3	English IV.		3
History III.		3	Geography III.		3
Mathematics II.		3	History IV.		3
*K.-P. Education		4	Music IV.		3
Athletics		2	Physical Education		3
		<hr/> 18	Athletics		2
					<hr/> 20

Subjects: TERM II.

Teaching and Conferences

Intermediate Course

Subjects:	TERM I.	Periods Per Week	Subjects:	TERM III.	Periods Per Week
*English V.		3	Hist. and Prin. of Ed.		3
Health Education III.		3	English IV.		3
History III.		3	Geography III.		3
*Mathematics II.		4	History IV.		3
Arts III.		3	Music IV.		3
Athletics		2	Physical Education		3
		<hr/> 18	Athletics		2
					<hr/> 20

Subjects: TERM II.

Teaching and Conferences

Rural Course

Subjects:	TERM I.	Periods Per Week	Subjects:	TERM III.	Periods Per Week
†English V.		3	Hist. and Prin. of Ed.		3
Health Education III.		3	English IV.		3
History III.		3	Geography III.		3
†Mathematics II.		4	History IV.		3
Arts III.		3	Music IV.		3
Rural Life		2	Physical Education		3
Athletics		2	Athletics		2
		<hr/> 20			<hr/> 20

Subjects: TERM II.

Teaching and Conferences.

* Students who have taught the first term take English III in place of English V and Geography II, or another subject, in place of Kindergarten-Primary Education.

† Students who have taught the first term take English III in place of English V and Geography II, or another subject, in place of Mathematics II.

COURSES OFFERED

Arithmetic

Arithmetic I—Junior Year-----MISS ORCUTT

3 hours per week for 12 weeks.

This course deals with the professionalized subject matter of the fundamental processes of whole numbers, common fractions and decimals. Special emphasis is laid upon the gradation of steps—the learning of the processes, the mental activities involved, approved methods of teaching, common errors and remedial work. Demonstrations and a study of recent text books are included.

A few moments each day is given to the working of practice exercises or tests to improve skills in computation, and to give a basis for the diagnosis of individual difficulties and plans for remedial work.

References most frequently used:

- Overman: A course in Arithmetic for Teachers and Teacher Training Classes.
- Overman: Principles and Methods of Teaching Arithmetic.
- Hillegas: Teaching Number Fundamentals.
- Stone: Teaching of Arithmetic.
- Roantree and Taylor: An Arithmetic for Teachers.
- Thorndike: The New Methods in Arithmetic.
- Thorndike: The Psychology of Arithmetic.
- Recent arithmetic text books.
- Schorling-Clark: Practice Exercises.

Arithmetic II—Senior Year—Kindergarten-Primary, Baltimore City Students-----MISS SCARBOROUGH

3 hours per week for 12 weeks.

This course builds upon Arithmetic I. It considers the organization, for teaching purposes, of units of work for the primary grades. It also deals with such topics as the interpretation of courses of study, problem solving, the psychology of arithmetic, studies and experiments in arithmetic, standardized tests. Considerable attention is given to the presentation of the social-economic phases of percentage, banking, thrift, buying on installment plan, investments, insurance, taxes.

Provision is made for keeping alive skills in computation, through exercises and tests. Demonstration lessons are observed and discussed.

References: See Arithmetic I
and

- Stone: Teaching of Primary Number.
- Boswell and Judd: A Summary of Educational Investigations Relating to Arithmetic.
- Baltimore City Course of Study for Kindergarten and Primary Grades.

*Arithmetic II—Senior Year—Primary Grades—County**Students*-----MISS SCARBOROUGH

3 hours per week for 12 weeks..

The same general treatment is given in this course as in Arithmetic II, Kindergarten-Primary. Differentiation is made, however, in the teaching material from the standpoint of the rural community and its activities.

References: as above

and

The Baltimore County Course of Study in Arithmetic.

*Arithmetic II—Senior Year—Intermediate Grades—**City and County Students*----MISS SCARBOROUGH

4 hours per week for 12 weeks.

This course presupposes Arithmetic I and considers the organization, for teaching purposes, of units of work for the intermediate grades. It deals with the professionalized subject matter of percentage and its applications, banking, investments including stocks and bonds and building loan associations, taxes, insurance, buying on the installment plan, problem solving, psychology of arithmetic tests and experiments.

Demonstration lessons are observed and discussed. Both city and county classes are given practice in interpreting their respective courses of study. Provision is made for keeping alive skills in computation.

References: As above.

and

Recent text books for Intermediate Grades.

Courses of Study.

Educational Journals.

Arithmetic II—Senior Year—Rural-----MISS SCARBOROUGH

4 hours per week for 12 weeks.

The subject matter of this course is in general like Arithmetic II, Intermediate. The presenting and planning of units of work is done from the viewpoint of the one-room school and its environment.

Art

*(Fine Arts, Industrial Arts, and Applied Art.)**Art I and II—Junior Year*---MISS WOOLSEY and MISS FLORENCE SNYDER

5 hours per week for 12 weeks.

This course, which from the industrial art side is a new one to all students coming to the Normal School, has for its purpose: To give students an understanding and appreciation of this industrial age, through a study of the industries concerned with the keeping of records,

providing clothing, shelter and utensils, and through a study of the progress the race has made in the use of tools;

To familiarize students with materials and the techniques in their use;

To lead students to see the sociological, physiological and practical needs of including this phase of education in the modern elementary school;

To lead students to appreciate the principles underlying the development of the art sense of the race and the relation of that development to teaching art to children;

To stimulate understanding and appreciation of historic art and modern art movement; to quicken the imagination and develop the power to create; to develop standards for evaluating art work of children; to lead students to judge definite problems on the following bases: Worthwhileness, suitability to physical ability and interest of child, logical placement of problem in curriculum, in relation to other subject matter, practicability of problem for the elementary school as to material and tools needed.

The topics of this course include book binding, book mending, illustrating, poster making, lettering, use of small job press for printing tickets, programs, etc., making and using hectograph, making paper parchment, pastes, making models of historic records, making such necessary tools as mold and deckle, swing frames, book presses, etc., harmonizing of color, line and mass; use and care of color mediums.

Research into the history of ancient and modern record making, excursions to industrial plants such as paper mills, book binders, newspaper plants, museums, libraries, etc.

The clothing unit includes the manufacture of textile fibers from the raw state to the finished product, dyeing, applying designs to fabrics, testing materials, making and dressing character dolls, making costumes for pageants and plays, making tools such as looms, spindle, reels, stencils, etc. The study of the evolution of fabric making, history of dress and visits to factories to see present processes and industrial conditions.

Art III—Senior Year-----MISS WOOLSEY and MISS FLORENCE SNYDER

3 hours per week for 12 weeks.

A study of Shelter and Utensils is made in the senior year. Laboratory work includes construction problems in wood, such as bookcases, book ends, box furniture, flower boxes, schoolroom equipment, problems in cement, in soft metals and clay, with the making of such tools as children construct and may need for this study. The art problems arising from projects are dealt with in the light of principles taught during the junior year. This unit includes trips to a steel plant and brass foundry, lumber yard, pottery factory, brick plant and retail stores.

Differentiation of courses consists in the selection of problems suitable for the Kindergarten-Primary, Primary, Intermediate, Rural Intermediate and Rural Groups.

Biological Sciences

Biology—Junior Year-----MISS STEWARD

4 hours per week for 12 weeks.

This course aims to give, first, some fundamental biological ideas concerning the relation of structure to function in organisms, as a basis for the courses in hygiene and psychology; and, second, a knowledge of the development of living things and the laws of heredity that apply to plants, animals and man, as a basis for courses in education.

An attempt is made to carry out the first of these purposes through a study of the adaptations of flowering plants for their life activities, and a brief consideration of how these processes are carried on in non-flowering green and non-green plants, and the study of a few invertebrate and vertebrate animal types. The second purpose is pursued through a study of the scientific explanations of organic evolution, the Mendelian laws of heredity and their application to human heredity. Laboratory dissection is supplemented by readings and discussions. Simple experiments are made by students. Some field work is included to familiarize students with the common trees, flowers and insects.

Texts:

Smallwood, Revelly and Baily: *Biology for High Schools*, Allyn & Bacon.
Bigelow: *Applied Biology*, Macmillan.

References most frequently used:

Conklin: *Heredity and Environment*, Princeton Univ. Press.
Newman: *Readings in Evolution, Genetics and Eugenics*, Univ. of Chic. Press.
Kellogg: *Evolution and Animal Life*, Appleton.
Holmes: *Life and Evolution*, Harcourt, Brace & Co.
Thomson: *Outline of Science*, Putnam.
Manuals on flowers, trees, insects, and birds.

Elementary Science-----MISS STEWARD

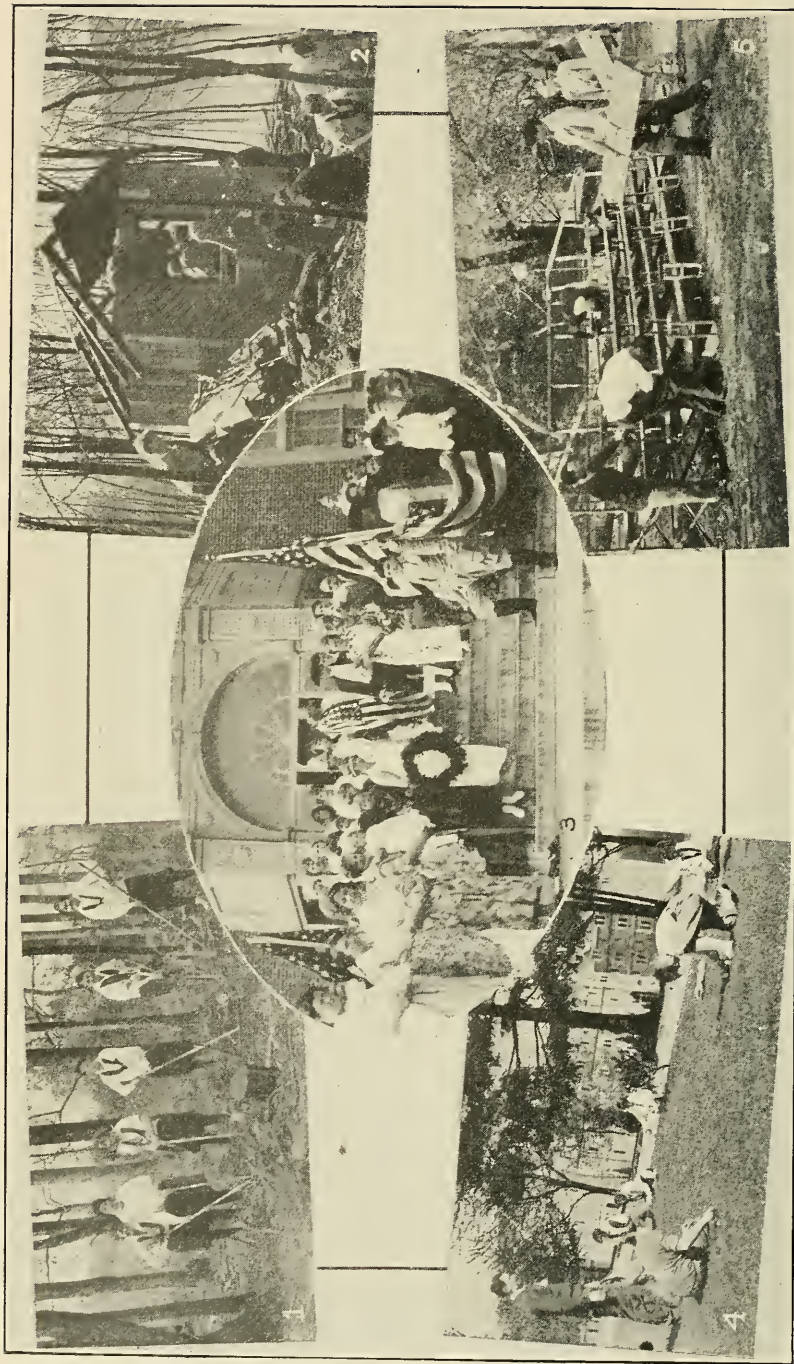
4 hours per week for 12 weeks.

This course aims to give students the necessary knowledge of plant and animal life and such simple effects of physical and chemical science as can be taught in the elementary school.

Through field and laboratory study, supplemented by discussion of readings and demonstration lessons in the elementary school, it is expected that the necessary knowledges of flowering and non-flowering plants, domesticated and wild mammals, birds, insects and the common lower animals of the field and garden as well as some notions of how to teach these topics will be gained. Simple experiments in common chemical changes, gravity, magnetism and electricity will be made. During the course each student outlines and plans at least one unit of study for teaching purposes.



EDUCATION IN A NORMAL SCHOOL EXTENDS BEYOND THE CAMPUS. THESE STUDENTS ARE READY TO BOARD THE BALTIMORE AND OHIO TRAIN AT MT. ROYAL STATION TO GO TO NEW YORK TO VISIT SUCH ELEMENTARY SCHOOLS AS THE LINCOLN SCHOOL OF TEACHERS COLLEGE, THE HORACE MANN SCHOOL, THE CITY, COUNTY AND DAY SCHOOL, THE ETHICAL CULTURE SCHOOL, THE WALDEN SCHOOL, AND ANGELO PATRI'S PUBLIC SCHOOL.



No. 1—Campus Day: Laying a trail in the Glen for the study of Nature and the beautiful wild things.

No. 2—The Fourth Grade lives over again the hardships and the adventures of the explorer, "Daniel Boone," and his family.

No. 3—The Seventh Grade wrote a play, "The Development of the Maryland Colony," and produced it.

No. 4—Campus Day: Pulling out the weeds.

No. 5—Campus Day in May, 1927. The students worked to improve and use the campus facilities.

Differentiated sections deal with Nature Study materials and methods appropriate to the Kindergarten-Primary or Intermediate Grades.

References used:

- Washburne: Common Science, World Book Company.
- Downing: Source Book of Biological Nature Study, Univ. of Chic. Press.
- Holtz: Nature Study, Scribner's.
- Hodge: Nature Study and Life, Ginn and Company.
- Comstock: Handbook of Nature Study, Comstock Pub. Co.
- Comstock: Insects, Comstock Pub. Co.
- Trafton: The Teaching of Science, Houghton, Mifflin.
- Manuals of birds, flowers, trees, insects and mammals.
- Many texts and readers adapted for use in the elementary school.

Educational Measurements

Educational Measurements—Junior Year-----MR. WOELFEL

2 hours per week for 12 weeks.

This course provides opportunity to make a study of the problems teachers meet in connection with making, marking, and interpreting tests. The class exercises consist mainly of laboratory work on data obtained from testing elementary grades in city and county. Brief consideration is given to the subject of standardized tests; and in order that students may be acquainted with several types of commercialized tests, a sample collection is provided each student. By special arrangement with the Bureau of Research in Baltimore City, a co-operative plan for field laboratory work has been drawn up. This plan assures each student the experience of giving, scoring, and interpreting at least one test under standardized conditions in at least three regular classrooms. Students participate also in the testing programs carried out in the Campus Elementary School and in county and city practice centers.

Readings in connection with this course are so arranged that students elect from a wide list of references the particular phases of the work most interesting to them. A short term-report of the readings is required.

Educational Psychology

Educational Psychology I, II, III—Junior Year-----MISS BIRDSONG

2 hours per week for 36 weeks.

Psychology I, which is given the first term, emphasizes a personal psychology—a project in the development of one's own mind—which will function directly in the student's life and character. Psychology II deals with the learning process. This is a laboratory course and simple experiments are worked out in order to understand the specific task of teaching and guiding the development of the mental life of growing children. Psychology III is concerned with the psychology of childhood. It aims to discuss the normal tendencies of children of school age, to

account for the typical behavior of childhood, following this with practical suggestions for training. Observation of children, both in school and out, is emphasized during this term.

Among references most frequently used are:

- Robinson: Practical Psychology, Macmillan.
- Gates: Elementary Psychology, Macmillan.
- Thorndike: Briefer Course, Teachers College Press.
- Woodworth: Psychology, Holt.
- Freeman: How Children Learn, Houghton, Mifflin.
- Averill: Elements of Educational Psychology, Houghton, Mifflin.
- Cameron: Psychology and the School, Century.
- Thorndike: The Psychology of Learning, Teachers College Press.
- Turner and Betts: Laboratory Studies in Educational Psychology, Appleton.

English

English I—Composition—Junior Year-----MRS. STAPLETON

3 hours per week for 12 weeks.

The purpose of this course is to give practice in the organization and development of ideas, to develop correct habits in the use of English, to establish standards for both oral and written English, and to consider methods by which children build up their habits of writing and speaking.

References most frequently used:

- Baltimore County Course of Study, Warwick and York.
- Baltimore City Course of Study in English, Baltimore Dept. of Education.
- Greever and Jones: Century Collegiate Handbook, Century.
- Leiper, M. A.: New English Grammar, Macmillan.
- Linn, James N.: Essentials of English Composition, Scribner's.
- Taylor and Manchester: Freshman Themes.
- Woods, G. B.: Handbook of Composition, Doubleday, Page and Company.

English II—Oral Expression—Junior Year-----MRS. STAPLETON

2 hours per week for 12 weeks.

The aim of this course is to develop in the student a consciousness of the voice as a factor of skillful teaching, and to make the individual self-critical of his speech habits, and to give him practice in the oral interpretation of the printed page. When gross speech defects in students are discovered the student may have to attend to a special clinic and unless remedial work is effective the student will not be allowed to complete the Normal School course.

References for students:

- Woolbert: The Fundamentals of Speech, Harper.
- Lewis: A Handbook of American Speech, Scott, Foresman and Company.
- Boyce: Enunciation and Articulation, Ginn and Company.
- Magazine Articles.

English III—Children's Literature—Junior Year-----MISS FRUM

3 hours per week for 12 weeks.

This course aims to prepare students to appreciate and evaluate literature for children. It deals with the history of children's literature, poetry and prose, the illustrations of children's literature, and the literary background for Hallowe'en, Christmas, May Day, etc. The students compile book lists for children's outside reading, and make collections of poetry and stories for use in the grades.

The general method of teaching literature is considered and developed through a study and discussion of the value of reading good literature and the appreciation lesson.

Specific methods of presenting a prose selection, a poem or an author are given some attention. A further preparation for the student's teaching is made by observation, discussion and criticism of lessons taught in the demonstration school, and the making, discussing and criticising of specific lesson plans.

Texts:

- Bone: Children's Stories and How to Tell Them, Harcourt, Brace and Company.
- Stevenson: Home Books of Verse for Young Folks, Holt.
- Curry and Clippinger: Children's Literature, Rand, McNally and Company.

English IV—Social Background of Literature—Senior Year

MISS MUNN

This course is a study of the social background of great periods of English and American Literature, with stress upon the environment, lives, and activities of those writers most used in the study of literature in the elementary school.

English V—Reading—Kindergarten and Primary Grade Courses—Senior Year-----MRS. SIBLEY

3 hours per week for 12 weeks.

This course is designed for teachers of the kindergarten-primary grades. It includes a study of the purposes and principles underlying the successful teaching of reading and a critical evaluation of activities, materials, and methods used in teaching the subject. Emphasis will be placed upon (1) teaching reading to beginners; (2) the importance of phonics as a tool; (3) tests as a means of determining individual differences in reading; (4) remedial measures in silent and oral reading; (5) reading projects.

References most frequently used:

- Klapper: Teaching Children to Read, Appleton.
- Stone: Silent and Oral Reading, Houghton.
- Pennell and Cusack: How to Teach Reading, Houghton.
- Wheat: The Teaching of Reading, Ginn.
- Anderson and Davidson: Reading Objectives, Laurel.
- National Society for Study of Education, Twenty-Fourth Year Book, Pub. Sch. Pub. Co.

English V—Reading—Intermediate Grade Course-----MRS. SIBLEY

3 hours per week for 12 weeks.

This course includes a study of the purposes and principles underlying the teaching of silent and oral reading with special emphasis upon materials and methods for the intermediate grades. Demonstration lessons illustrating the use of reading tests, audience reading, supervised silent study, the library period, will be followed by organized plan work. Each student will develop a reading project which entails a study and organization of desirable habits, activities and materials.

References: as above.

English V—Reading—Rural—Senior Year-----MRS. SIBLEY

3 hours per week for 12 weeks.

The teacher of the rural school must be prepared to meet any reading situation which may arise in eight grades. For this contingency the Rural Reading Course is designed to prepare students to teach (1) beginning reading; (2) phonics; (3) basic standards on which all reading rests; (4) such adaptations in the way of projects, tests, and remedial measures as will fit into primary and grammar grades, and into individual needs.

References: as above.

Geography

Geography I—Fundamentals of Geography—Junior Year - { MISS BLOOD
MISS BADER

3 periods per week for 12 weeks.

This course aims to give the teacher a geographical point of view in the interpretation of life relationships. Such subjects as direction, distance, seasons, latitude and longitude, and time are studied thoroughly. Special attention is given to map reading and interpretation, and to the teaching of this work in the elementary grades. This is followed by a study of the different climatic provinces of the earth with their underlying causes. Attention is paid to the operation of physical forces in the development of the more significant current events in terms of their geographic background. Observations of classroom teaching are conducted when the work in the elementary school and that of the course can be profitably synchronized. Attention is given to the study methods and the use of the reference library on the part of the students.

Basic texts:

Tarr and VonEngeln: New Physical Geography, Macmillan.

Peattie: College Geography, Ginn and Company.

Salisbury, Barrows and Tower: Modern Geography, Holt.

Geography II—Regional Geography—Junior Year----- { MISS BLOOD
MISS BADER

3 hours per week for 12 weeks.

A detailed study is made of the geographic region as an expression of the sum total of the operation of the geographic factors. The regions are

selected with a view of introducing the student to the varying types of geographical environment between which there is some common basis for comparison. The keynote in the study of each region is the human response to environment. The regions selected for study are those in which the leading human occupations are represented. Special attention is paid to the regions of the State of Maryland. Current geography is used whenever it applies to the regions being studied.

Basal texts:

Smith: North America, Harcourt, Brace and Company.

Smith: Human Geography, Book II, Winston Company.

Atwood: New Geography, Ginn.

Geography III—Problems in the Teaching of Geography { MISS BLOOD
in Primary Grades—Senior Year----- } MR. WALTHER

3 hours per week for 12 weeks.

This course seeks to help the student build a working definition of school geography as a basis of observation and selection of subject matter. Special emphasis is placed upon the values of the subject matter of geography in supplying motive and skill in the fundamental subjects of reading and writing. The course aims to familiarize the prospective teacher with the various supplementary reading materials in geography as well as in the technique of building children's reading and language vocabularies. Unit studies are made of the different types of peoples in relation to the regions in which they live.

Basic texts:

Branom: The Teaching of Geography, Ginn.

Smith: Teaching Geography by Problems, Doubleday, Page and Company.

Clark: Unit Studies in Geography, World Book Company.

Note: Students preparing to teach throughout the State of Maryland use the Baltimore County Course of Study. Students preparing to teach in Baltimore City use the Baltimore City Course of Study.

Geography III—Problems in the Teaching of Geography
in Intermediate Grades—Senior Year----MR. WALTHER

3 hours per week for 12 weeks.

The materials of this course are organized about the four major problems of geography instruction, i. e., the selection of subject matter, the tools of instruction, the adaptation of the course of study, and lesson planning. Special attention is given to the study of the tools of instruction in geography, the technique of problem solving, drill work, excursions, testing, assignment, text-books, and illustrative materials. The Baltimore County and City courses of study are analyzed in terms of subject matter units and ways and means of teaching are devised.

Lesson planning is approached from the point of view of large units, and daily problems or exercises.

Basic texts:

Branom: The Teaching of Geography, Ginn.

Smith: Teaching of Geography by Problems, Doubleday, Page and Company.

Clark: Unit Studies in Geography, World Book Company.

Ridgley: Geographic Principles, Houghton, Mifflin.

Fairbanks: Real Geography, Harr, Wagner.

Geography III—Problems in the Teaching of Geography
in Rural Schools—Senior Year-----MR. WALTHER

The materials of this course are essentially the same as Geography III Intermediate Grades, with the exception that some emphasis is placed upon the geographical materials of the first, second and third grades as well. The Baltimore County Course of Study is used as a basis of grade assignments.

Basic texts:

Branom: The Teaching of Geography, Ginn.

Smith: Teaching of Geography by Problems, Doubleday, Page and Co.

Clark: Unit Studies in Geography, World.

Ridgley: Geographic Principles, Houghton.

Fairbanks: Real Geography, Harr, Wagner.

Health Education

Corrective Gymnastics—Junior and Senior Years-----MRS. MASLAND

2 hours per week for 12 weeks.

The purpose of this course is to provide a program of individual exercises, based on anatomical and physiological principles, for those pupils exhibiting conditions such as poor circulation, anemia, ptosis, constipation, general low vitality, nervous instability and other functional or organic disabilities or deformities. Students showing such defects through the medical examinations are assigned to this course until they are ready to take regular athletics.

Health Education I—Junior Year----- { DR. BURDICK
 { MRS. MASLAND

3 hours per week for 12 weeks.

This course deals with the subject of personal hygiene, with special reference to the importance of sleep, rest, play, fresh air and good posture in the development of the child. Such anatomy and physiology are included as seem necessary to make intelligent judgments in new situations. This course also includes the study of the subject matter in personal hygiene offered by courses of study which the student will use in his teaching, and of simple lesson planning.

References most frequently used:

- Williams: Personal Hygiene Applied, Saunders.
Williams: Healthful Living, Macmillan.
Hough and Sedgwick: The Human Mechanism, Ginn.

Health Education II—Junior Year-----MISS KEYS

2 hours per week for 12 weeks.

This course attempts to apply the teachings of Home Economics to the health and practical life of the teacher. Special emphasis is given nutritional problems; economical purchase and use of clothing; home making as applied to the school room and the individual's room; relationships as they pertain to the teacher's environment; and the budgeting of a teacher's salary.

In addition, stress is laid upon the selection and the use of materials, illustrations and methods for teaching simple, every day food and textile projects for the grades.

Books most used:

- Rose: Feeding the Family, Macmillan.
Government Bulletin: The Lunch Hour at School.
Cooley, Winchell, Spohr and Marshall: The Teaching of Home Economics, Macmillan.
Baldt: Clothing for Women, Lippincott.
Woolman: Textiles, Macmillan.
Butterick: Principles of Clothing Selection, Macmillan.
Andrews: Economics of the Household, Macmillan.

Health Education III—Kindergarten-Primary (For
City Students)—*Senior Year*-- { MISS DOWELL
MISS STEWARD

3 hours per week for 12 weeks.

This course deals with the problems of school and community hygiene as they affect life in the city. Topics of the course include ventilation and heating; refuse and sewage disposal; the care of food and water supply; the control of infectious disease through sanitation, through personal habits and through artificial immunity; first aid and safety; and the relation of the State and community health agencies to the school. About one-third of the time, on the average, is given to the principles which govern the selection of materials and methods for health teaching and training adapted to the Kindergarten-Primary curriculum.

References most frequently used:

- Broadhurst: Home and Community Hygiene, Lippincott.
Ayres, Williams, Wood: Healthful Schools, Houghton, Mifflin.
Broadhurst: How We Resist Disease, Lippincott.
Wood and Rowell: Health Through Prevention and Control of Disease, World.
N. E. A. Joint Committee on Health Problems: Health Education, A Program for Public Schools and Teacher-Training Institutions.
Wood and Strang: A Tentative Course of Study in Health Education, Teachers College Bureau.
Elementary School Texts for Primary Grades.

Health Education III—Primary (For County Students)—
Senior Year----- { MISS DOWELL
 MISS STEWARD
 3 hours per week for 12 weeks.

The same general topics, as Health Education III, Kindergarten-Primary, offers, are studied here, but these topics are all dealt with from the standpoint of the rural community and of the town.

References: as above.

Address: Health Education in Rural Schools, Houghton, Mifflin.
 Baltimore County Course of Study, Warwick and York.
 Elementary Texts for Primary Grades.

Health Education III—Intermediate Grade Course—
Senior Year----- { MISS DOWELL
 MISS STEWARD
 3 hours per week for 12 weeks.

This course differs from the Kindergarten-Primary and Primary courses in Health Education in one respect: The subject matter of the course is taught from the standpoint of the upper grades of the graded and the two-room rural school.

References: as above.

Elementary Text for Intermediate Grades.

Health Education III—Rural—Senior Year----- { MISS DOWELL
 MISS STEWARD
 3 hours per week for 12 weeks.

The same general problems of school and community hygiene as found in the other courses listed under Health Education III, form the basis for this course. These, however, are studied in so far as they relate to the one-room school and its environment. About one-third of the time is given to the selection of materials and methods for health teaching and training of elementary pupils in an ungraded situation.

References: as above for Health Education III.

Physical Education I—Junior and Senior Years----- { MISS SAMMIS
 MR. SHANKS
 MISS ROACH
 MISS MOTLEY

2 periods per week for 36 weeks per year.

This course is given for hygienic and educational reasons as well as for recreation. It aims to teach certain skills and activities, to produce a posture consciousness, to show the value of regular exercise and to encourage in the students sportsmanship and leadership. Through it also we hope to interest the students in various activities, which may be carried on for health and recreation when the student has left school, and to some extent to be used in his own teaching.

Athletics are given both fall and spring. The winter term is devoted to gymnastics, games, elements of games, stunts and folk dances. The athletic program includes hockey, soccer, tennis, basketball, volley ball, field ball, baseball and field and track. Self testing activities, dancing, and hiking are also included in the year's work. Elective classes are held throughout the year in many activities, and intersection and inter-class games and tournaments are a part of the regular program.

Physical Education II—Kindergarten-Primary—Senior

Year-----MISS SAMMIS

3 periods per week for 12 weeks.

This course is the study of activities for little children,—games, story-plays and rhythms as applied to the primary grades. It includes also the history of physical education, theories of play, the organization of a physical education program and the selection and care of equipment and materials.

This course is differentiated for city and county students according to the different courses of study used by the State and by Baltimore City.

References:

- Bancroft: Games for Home, School, Gymnasium and Playground, Macmillan.
- Bowen and Mitchell: Theory of Organized Play, Practice of Organized Play, Barnes.
- Clarke: Physical Training in the Elementary School, Sanborn.
- Hetherington: School Program of Physical Education, World Book Co.
- Johnson: Education by Play and Games, Ginn.
- Lee: Play in Education, Macmillan.
- Moses: Rhythmic Active Plays and Dances, Milton Bradley.

Physical Education II—Intermediate Grades—Senior

Year-----MISS SAMMIS

3 periods per week for 12 weeks.

This course includes a study of activities, games, dances, badge tests and field and track events for children of the intermediate grades. It deals also with the organization of programs, selection and care of equipment, history of physical education, theories of play and methods of teaching.

This course is differentiated also, as that above.

References: as above.

Physical Education II—Rural—Senior Year-----MISS SAMMIS

3 periods per week for 12 weeks.

This course is similar to the primary and intermediate grade courses, with modifications of activities to meet rural conditions of environment, mixed groups and time demands.

References: as above.

History

History I—Junior Year----- } MISS VAN BIBBER
 } MISS BADER

3 hours per week for 12 weeks.

This course, which treats the development of the civilization of Western Europe from the time of the Greeks and Romans to the Commercial Revolution, is surveyed topically with the emphasis largely on social and economic development. History I is a prerequisite for all other courses in history, and the selection of topics is conditioned by that fact and by the requirements of the Baltimore City and the Baltimore County courses of study. The classwork includes oral and written reports entailing much individual exercise in gathering, evaluating, and organizing historical material. A consistent attempt is made to form correct study and notebook habits, to teach facility in the use of books, and to develop a scholarly attitude toward the subject.

References most frequently used:

Breasted: Ancient Times, Ginn.

Robinson: Medieval and Modern Times, Ginn.

Thorndike: History of Medieval Europe, Houghton, Mifflin.

Webster: Early European History, Heath.

Thorndike and Lynn: A Short History of Civilization, Crofts.

History II—Junior Year----- } MISS VAN BIBBER
 } MISS BADER

2 hours per week for 12 weeks.

This course traces social, constitutional and economic development in England up to the nineteenth century. Those phases which furnished the background for American history are emphasized. A knowledge of the subject matter of History I is presupposed and the two courses are prerequisite for Senior History.

References:

Trails: Social England, Cassell.

Cross: A Shorter History of England and Greater Britain, Macmillan.

Cheyney: Social and Industrial History of England, Macmillan.

White: Making of the English Constitution, Putnam.

Robinson and Beard: Readings in Modern European History, Ginn.

History—Civics III—Primary Course----- } MISS VAN BIBBER
 } MISS MARY ECKFORD

3 hours per week for 12 weeks.

The subject-matter of this course is planned to give to teachers in kindergarten and primary grades the background necessary to teach intelligently. In the case of students from the city, the Baltimore Course of Study is followed, and for county students, the Baltimore County Course. This course deals both with community civics and industrial history. Beginning with a consideration of the home, the work broadens out into school life and the community. Attention is directed to the collection and classification of pertinent illustrative material, and to planning units of work for the early grades, using such topics as food, transportation, industry. The background for effective celebration of

national holidays is laid by a careful study of the historical literature of the period. The biographies of national heroes are studied and practice is given in the selection and organization of material suitable for young children. Much reference reading is required, reports are given and the planning of large units is worked out both by groups and by individuals.

References most often used:

- Dynes: Socializing the Child, Silver, Burdett.
 Dunn and Harris: Citizenship in School and Out, Heath.
 Hill: The Teaching of Civics, Houghton, Mifflin.
 Johnson: The Teaching of History, Macmillan.
 Kendall and Stryker: The Teaching of History in the Elementary Schools, Houghton, Mifflin.
 Books on Clothing, Shelter, and Food by Carpenter and Chamberlain.

History III—Intermediate Grades—Senior Year— { MISS VAN BIBBER
 MISS MARY ECKFORD

3 hours per week for 12 weeks.

This course deals with the subject-matter of history treated from the point of view of the elementary school course of study. The period covered is that of discovery, colonization and development of America, and the beginning of our national life. Much reference reading is required, but with the purpose primarily of giving training in the selection of effective arrangement of historical material for grammar-grade children.

In the case of students from the city, the Baltimore Course of Study is followed and for county students the Baltimore County Course.

References most frequently used.

- Forman: Our Republic, Century.
 West: American Democracy, Allyn and Bacon.
 Beard and Beard: History of the United States, Macmillan.
 Beard and Bagley: History of the United States, Macmillan.
 The American Nation Series, Harper.
 Chronicles of America Series, Yale Univ. Press.
 Winsor: Critical and Narrative History of America, Houghton, Mifflin.

History—Civics III—Rural—Senior Year— { MISS VAN BIBBER
 MISS MARY ECKFORD

3 hours per week for 12 weeks.

This course aims to give a rich background of subject-matter for the lower grades of a one-room school. It deals both with community civics and industrial history. Beginning with the home, the work broadens out into a consideration of larger communities, such as the school, the neighborhood and the State, dealing with such topics as food, transportation and "community helpers." Consideration is given to the study of other homes, such as those of primitive people, Indians, pastoral people, providing practice in large-unit-planning, and in the accumulating and classification of pertinent illustrative material. Some time is also devoted to national holidays, and to the study of the literature of national heroes.

References most frequently used:

- Dunn, A. W.: *Community Civics*, for Rural Schools, Heath.
 Nearing and Field: *Civics for Rural Communities*, Macmillan.
 (See *History—Civics III, Kindergarten-Primary*).
 The Teaching of Citizenship in the Elementary School, State Department of Education (Maryland).

History-Civics IV—Primary Course----- { MISS VAN BIBBER
 { MISS MARY ECKFORD
 3 hours per week for 12 weeks.

This course presupposes *History III, Kindergarten-Primary*. It covers such topics as the following: Primitive people, Indian life, Pastoral and handicraft peoples. Considerable reference reading is required in the search for appropriate and vital illustrative material. In connection with the study of the above units of subject matter there is constant practice in the organization of large units of work and the consideration of various types of daily recitations. Exercise in questioning and testing is provided. Throughout all the courses stress is placed on current happenings. Daily papers and weekly and monthly current event issues furnish the basis for class discussions of present-day problems. As in the case of *History III*, this course is modified to suit the needs of city and county students.

References most often used.

- Osborn: *Men of the Old Stone Age*, Scribner.
 Krummer: *First Days of Man*, Doran.
 Starr: *First Steps in Human Progress*, Chautauqua Press.
 Wells: *Outlines of History*, Macmillan.
 Bonser: *How the Early Hebrews Lived and Learned*, Macmillan.
 The books mentioned under *History III, Kindergarten-Primary*.

History—Civics IV—Intermediate Grades—
Senior Year----- { MISS VAN BIBBER
 { MISS MARY ECKFORD
 3 hours per week for 12 weeks.

This course presupposes *History III, Intermediate*, and deals for the most part with history and government from the beginning of the Eighteenth Century to the present time, with the emphasis upon the vital social problems of today. The object of the course is two-fold: to enlarge the knowledge and understanding of the field of history, and to gain insight into the technique and modern tendencies in social studies teaching. In this connection, some time is devoted to the study of community civics, stressing the development of civic traits and habits in children, an understanding of the community, and some acquaintance with political organizations.

References most often used:

- Books listed above.
 Johnson: *The Teaching of History*, Macmillan.
 Tryon: *The Teaching of History*, Ginn.
 Hill: *The Teaching of Civics*, Houghton, Mifflin.
 Kendall and Stryker: *The Teaching of History in the Elementary Schools*, Houghton, Mifflin.

History—Civics IV—Rural—Senior Year ----- { MISS VAN BIBBER
MISS MARY ECKFORD
3 hours per week for 12 weeks.

In this term the subject-matter of the intermediate grades is emphasized. The topics dealt with first are discovery, exploration, colonization and development of America and the story of our national beginnings. Much reference reading is required with the purpose of acquiring skill in the effective selection and arrangement of historical material for children. Units of work in subsequent periods of our history are planned by small groups and by individuals, with a more detailed consideration of various types of classroom procedure. The social and economic phases of the period following the Civil War, and continuing to the present day, are given special attention; rich collateral readings are employed to give an acquaintance with historical authorities.

References: As in History IV, Primary and Intermediate Grade Courses.

History and Principles of Education

History and Principles of Education—Senior Year { MISS AGNES SNYDER
MR. SHAW
MISS TALL—Topic:
School Law

3 periods per week for 12 weeks.

The student comes to this course after having had at least one year of training, including many contacts with children and detailed study of professionalized subject matter. The course aims to build on these rich experiences a growing and integrated body of principle.

An introductory feature is the collection of added data on the history and conditions of Maryland schools, with the three-fold aims of research skill, state-wide vision of education and approach to the more general background and tendencies of present day theory and practice. Three lectures are given on local school law. Historic educators are studied in a biographical manner. A two-day trip to the outstanding experimental schools of New York City is made, participation in the trip being optional.

Kindergarten-Primary Education

Kindergarten-Primary Education—Junior or Senior
Year----- { MISS BUTTERFIELD
MRS. SIBLEY

(Required of all Students electing Kindergarten or Primary Grade Education)

4 periods per week for 12 weeks.

The course aims to consider all influences in the Kindergarten-Primary curriculum that further development in these grades. Subject-matter is used largely to enrich some activity already under way. Hence, various activities suggestive but in no sense prescribed for these grades are considered. These are valued to the degree in which they enlist the interest of the child and lead to his growth in the information and skills

useful and appropriate to his age, special emphasis being given to the building of desirable habits and attitudes. This study should help the student recognize the worth-while activities opportune for the development and integration of right practices in Health, Music, Art, Dramatization, English, Arithmetic, Nature Study, Geography and History.

References:

- Jennings, Watson, Meyer and Thomas: Suggestions of Modern Science Concerning Education, Macmillan.
 Dewey: School and Society, Univ. of Chicago Press.
 Hill and Burke: Conduct Curriculum, Scribner's.
 Mathias: The Beginnings of Art in the Public Schools, Scribner's.
 Garrison: Permanent Play Materials for Young Children, Scribner's.
 Teachers College Record, Childhood Education Magazines.
 Terman and Lima: Children's Reading, Appleton.
 Pamphlets from modern schools, such as Lincoln and Ethical Culture Schools, New York City, the Francis Parker School, Chicago, etc.

Music

Music I—Junior Year----- { MISS MCEACHERN
 MISS WEYFORTH
 MISS PRICKETT

2 periods per week for 12 weeks.

Elements of Music. This course purposes to present a study of the elements of music, including note values and relationship based on quarter and eighth notes as beat notes, simple and compound measure, key signature, major scales, ear and eye recognition of common rhythmic and tonal figures, and the use of the tuning fork and pitch pipe. Special attention is given to the development of the student's singing voice, and to attaining certain standards of performance. This is a subject matter course, and although not dealing with methods of teaching it is based upon selected song material suitable for classroom use.

Basic texts:

- Cundeff and Dykema: School Music Handbook, Birchard.
 Cable—Everyday Song Book.

Music II—Junior Year----- { MISS WEYFORTH
 MISS PRICKETT

2 periods per week for 12 weeks.

Sight Reading. This course continues the study of music elements, including minor mode, chromatics, elementary harmony, and directing. Special attention is given to ear training, written tonal and metric dictation and individual sight reading with sol-fa syllables of music of the type of study songs used in the first three grades. Prerequisite, Music I.

Basic texts:

- Music Education Series
 Hollis Dann Series.

Music III—Junior Year----- { MISS WEYFORTH
 { MISS PRICKETT
 2 periods per week for 12 weeks.

Rote Song. Special attention is given in this course to selection, teaching, and interpretation of rote songs,—also to acquiring a graded repertoire of rote songs for classroom use. Each student is required to memorize ten songs. This course also includes a study of the child voice, remedial work for the non-singer, and observation and participation by students in the classroom. Prerequisite, Music II.

References:

Progressive Music Series, Silver, Burdett.
 Hollis Dann Music Series, Am. Bk. Co.
 Music Education Series, Ginn.
 Foresman: Book of Songs I, II, Am. Bk. Co.

Note: In the case of the City Juniors the content of the above three courses is covered in two terms.

Music IV—Kindergarten-Primary—Senior Year----- { MISS MCEACHERN
 { MISS WEYFORTH
 3 periods per week for 12 weeks.

This course is devoted to the study and demonstration of materials and methods for the kindergarten and first three grades. It includes rhythmic development for children, selection and teaching of rote songs, introduction of notation, the study song, and music appreciation with the phonograph. Prerequisite, Music I, II, III.

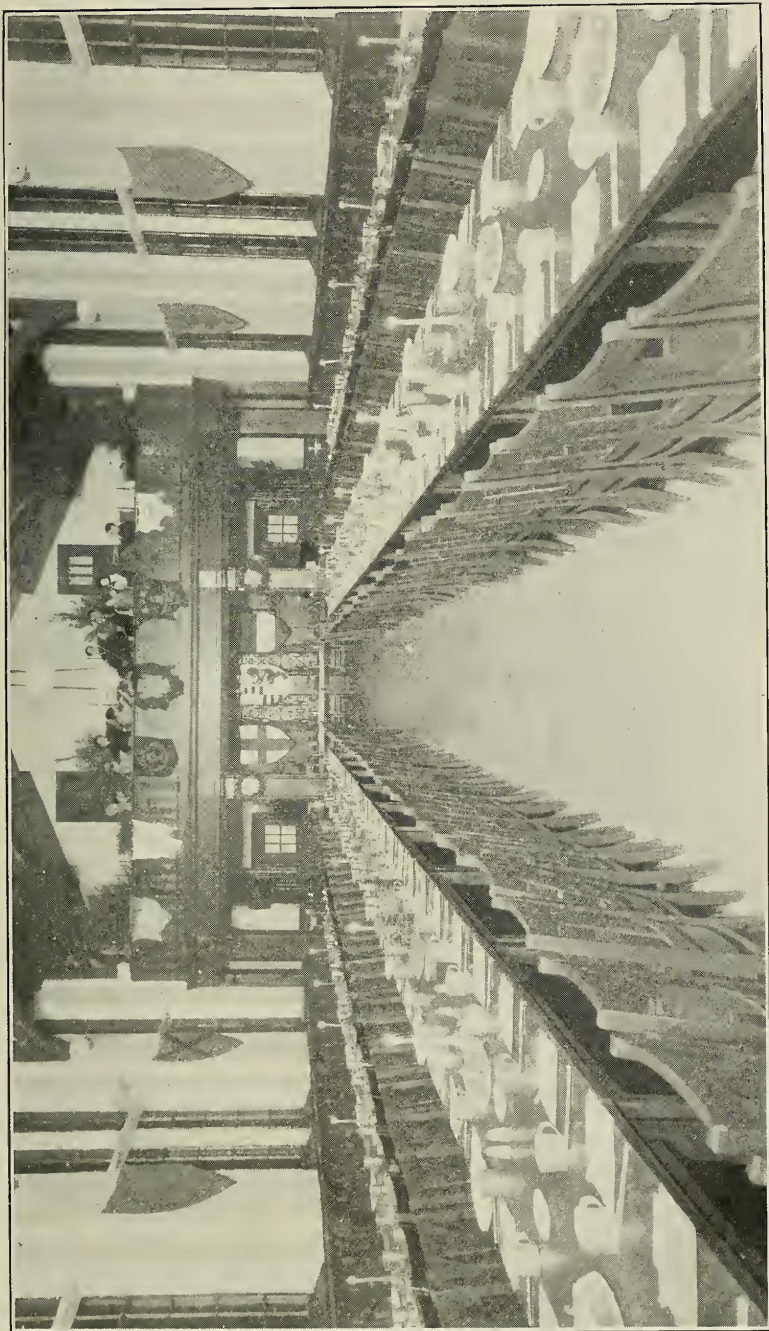
Music IV—Intermediate Grades—Senior Year----- { MISS MCEACHERN
 { MISS WEYFORTH
 3 periods per week for 12 weeks.

This course briefly summarizes the work done in the first three grades, and aims to show how this work is extended and developed in the grammar grades. It includes further study of appropriate rote songs, careful study of various tonal and rhythmic problems as taken up in the different grades,—study song lessons, sight reading lesson, music writing, recognition of I, V, IV harmonies, part singing, and music appreciation. Prerequisite, Music I, II, III.

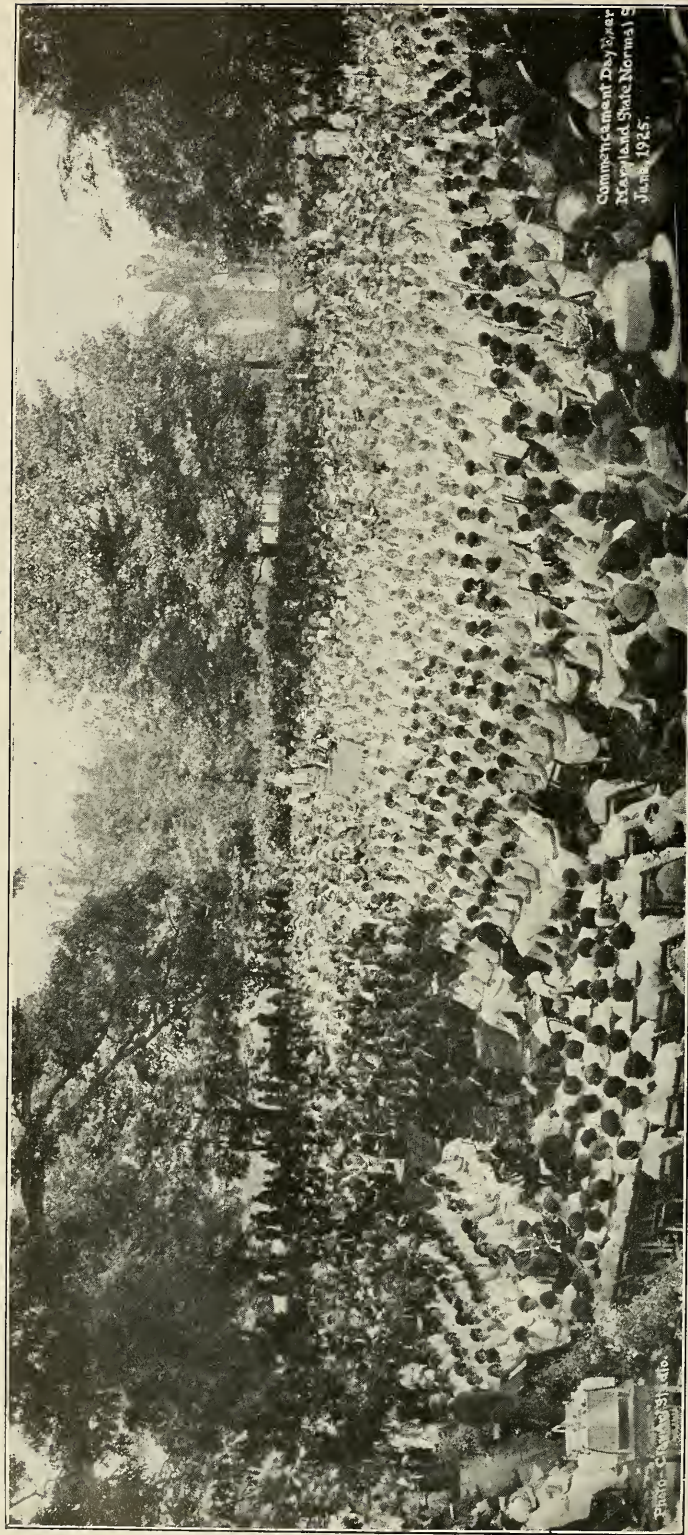
Music IV—Rural Music—Senior Year----- { MISS MCEACHERN
 { MISS WEYFORTH
 3 periods per week for 12 weeks.

This course deals with the phases of music study described in the kindergarten-primary and intermediate grades, adapted, however, to one- and two-room schools. Special attention is given to class procedure, to community music, and to the attainment of certain minimum standards for music in rural schools. Prerequisites, Music I, II, III.

Note: Senior music is based on the course of study presented by the Educational Council of the Music Supervisors' National Conference. Special adaptation is made for city and county students as regards song material, teaching procedure, and classroom management.



DINING HALL AS IT WAS ARRANGED FOR THE OLD ENGLISH DINNER GIVEN TO THE STUDENTS
AT CHRISTMAS, 1926.



Commencement Day
Maryland State Normal
June 1925.

GOVERNOR RITCHIE ADDRESSING THE 1925 GRADUATES AT THE FIRST OUTDOOR COMMENCEMENT EXERCISES, WHEN THE LARGEST CLASS IN THE HISTORY OF THE SCHOOL, CONTAINING 545 GRADUATES, RECEIVED DIPLOMAS.

acteristics of the modern school. The course aims further, to give the student training in accurate observation of children's activities in the classroom and in the selection and interpretation of significant factors; to acquaint him with such material in educational literature as is descriptive of progressive schools and movements, and with such books in history, science and general literature as will give him a deeper insight into the meaning of education; to give him experience in participating in both small and large discussion groups; to give him some basis for choice of his course: kindergarten-primary, intermediate, rural one-room, rural primary, and rural intermediate.

The course consists of two conference hours and one hour of directed observation in the elementary school.

Basal text:

Snyder: Introduction to Teaching, Maryland State Normal School at Towson.
Bulletin No. 1, Series 3.

<i>Teaching II—Participation—Junior Year</i> -----	}	MISS HALBERG MISS BROWN MISS STEELE MISS COBB
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3 hours per week for 12 weeks.

Two periods per week are spent in the schoolroom and one is given to conference with the directors of practice.

This course aims:

- (1) to introduce students to the work of the elementary school;
- (2) to make study during training very concrete;
- (3) to assist the students by providing participation in both primary and upper grades for choice of primary, intermediate or rural work;

(4) to prepare the student for classroom teaching through observation of actual teaching and some participation in teaching.

Topics included in this course are the school as a meeting place for children and teacher, opening exercises, board work, distribution of supplies, hygiene of the school, types of lessons and the learning process.

References frequently used are:

Cubberly: The Principal and His School, Houghton, Mifflin.
 Meriam: Child Life and the Curriculum, World Book Co.
 Gesell: The Normal Child and the Elementary School, Ginn.
 Bonser: Elementary School Curriculum, Macmillan.
 Parker: Types of Elementary Teaching and Learning, Ginn.

<i>Teaching III—Senior Year—County Students</i> ----	}	MISS BROWN MISS STEELE MISS COBB TRAINING TEACHERS
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3 hours per day for 12 weeks.

Every County Senior at the Maryland State Normal School is required to spend 12 weeks, 3 hours per day, in student teaching, a total

of 180 hours in the schoolroom. In addition to this, there are conferences with training teachers and supervisors 4 hours per week, a total of 48 hours in conferences. As a prerequisite to this course, students must have successfully passed all theory work taken prior to entrance into student teaching. In addition to the three hours in the classroom the students have conferences with the teachers of training, with the supervisors of student teaching and music, besides individual conferences with instructors at the Normal School.

Students spend half of the 12 weeks in the Campus School and half in the county schools. Students are inducted gradually into student teaching by observing, teaching in one class, teaching several classes, and finally doing three days of all-day teaching. During some time in the 12 weeks every subject is carried by the student teacher.

The county training centers number several grades in two consolidated schools, six two-room schools, and one one-room school, in Anne Arundel, Baltimore and Harford Counties, all within daily accessible distance of the Normal School, so that students may return for conferences, for use of the library and for residence. Students from the Normal School return to the county schools occasionally in the evening for Parent-Teacher meetings and community affairs of all sorts. As far as possible the students are members of the local community during senior student teaching.

<i>Teaching III—Senior Year—City Students-----</i>	{	MISS HALBERG MISS BUTTERFIELD MRS. SIBLEY TRAINING TEACHERS
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30 hours per week for 12 weeks.

Differentiated Course for Kindergarten-Primary and Intermediate Groups:

All students who plan to teach in the City of Baltimore are required to spend one term of 12 weeks, 30 hours per week, in student teaching in the practice centers. Students are given two experiences of 6 weeks each so that they may determine the grade of work for which they are best adapted. This opportunity gives them a direct contact with the City system, its organization, problems, special departments and activities.

Only students who have successfully completed all theory work given prior to this course are admitted. Student teaching is so graded that under the direction of teachers of training, students are given an experience in teaching each subject in the curriculum and eventually assume under the guidance of the teacher of training complete charge of all classroom activities.

In addition to the daily conferences held at the center by the teachers of training, students are required to meet the director of training once a week to discuss their problems and especially to emphasize the relation of theory and psychology to actual classroom situations. Members of the supervisory staff from the theory department visit the centers frequently and confer with the students in regard to their work. Students are given every opportunity in the schools to which they are assigned to participate in all school functions and to know the life of the community.

GETTING TO TOWSON

The Maryland State Normal School is located at Towson, the county seat of Baltimore County, which is a short distance north of Baltimore City. The School is situated on the York Road, along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line of street cars transferring to the Towson car, whose route eastward and northward to Towson is along Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to York road, to the Normal School grounds.

From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car; ride north; transfer at York Road and Gorsuch avenue to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk to the Normal School.

Students' baggage can be handled through the school office, by special arrangement with a local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.

The Maryland State Normal School

at

Towson, Maryland

Bulletin

Summer School Number
1928



June 23 to August 3
1928

The Maryland State Normal School at Towson

SUMMER SESSION

1928

STATE BOARD OF EDUCATION

DR. HENRY M. FITZHUGH, *President*
Westminster

ALBERT S. COOK, *Secretary, State Superintendent of Schools*
Towson

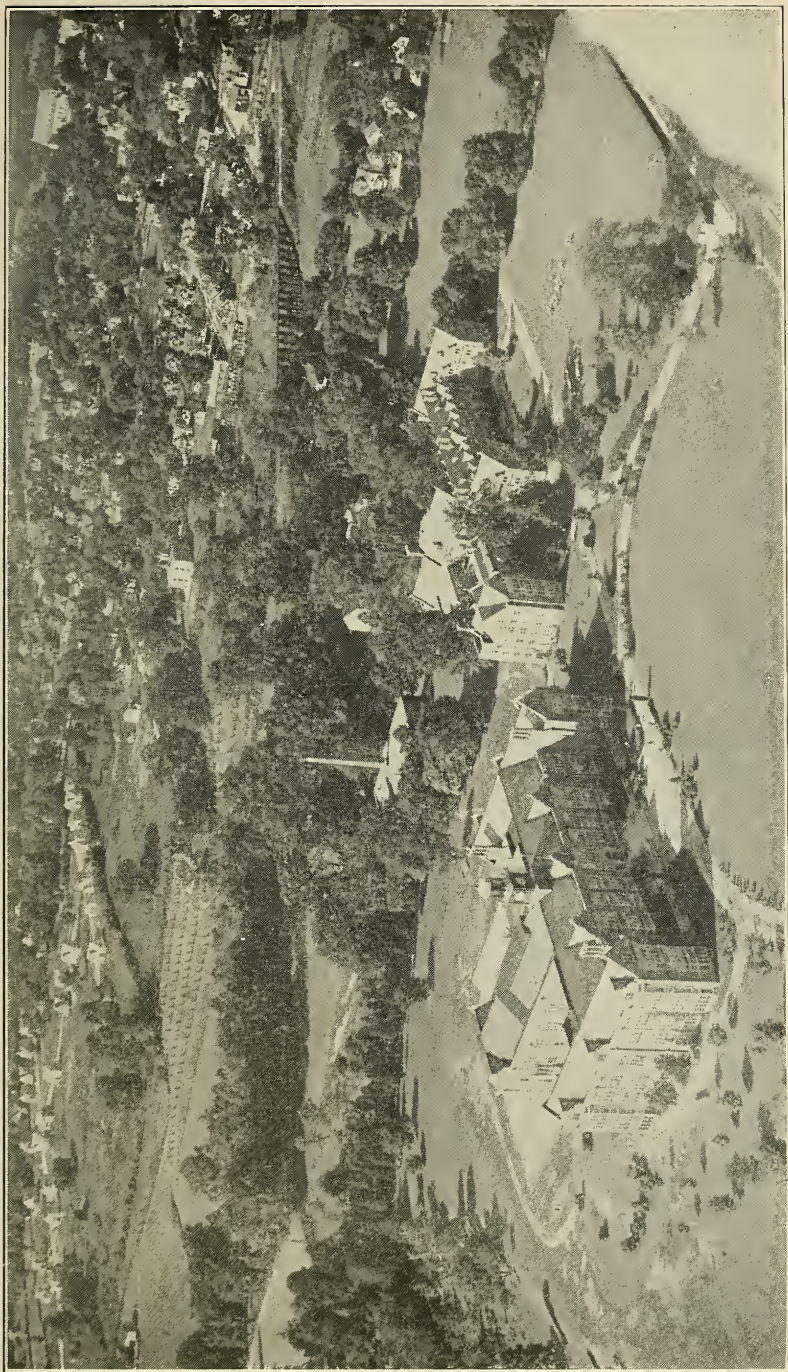
DR. JOHN M. T. FINNEY, Baltimore
THOMAS H. CHAMBERS, Federalsburg
MARY E. W. RISTEAU, Sharon P. O.
EMORY L. COBLENTZ, Frederick
EDGAR W. MCMASTER, Pocomoke City
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MARYLAND STATE NORMAL SCHOOL COMMITTEE

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ALBERT S. COOK, *State Superintendent of Schools*
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MARY E. W. RISTEAU
EMORY L. COBLENTZ

OFFICERS OF THE SUMMER SESSION

LIDA LEE TALL, *Principal and Director*
GERTRUDE CARLEY, *Registrar*
E. EURITH ROSE, *Secretary to the Principal*
AGNES DEBAUGH, *Assistant to the Registrar*
GERTRUDE HOLT, *Librarian*
FURN STITZEL, *Assistant Librarian*
RUTH C. SPERRY, *Dormitory Director*
LENNA GROSS, *Assistant Dormitory Director*
DR. DOROTHY BURDICK, *Physician*
HELEN RUDD, *Dietitian*
CAROLYN GUNN, *Assistant Dietitian*
JENNIE RILEY, *Nurse*



AIRPLANE VIEW OF THE MARYLAND STATE NORMAL SCHOOL AT TOWSON



HUGHES MEARNS

Author of *Creative Youth*.

Special Lecturer for the 1928 Summer Session.

(Gift of the Alumni Association)

FACULTY

LIDA LEE TALL, B. S., Litt. D. (University of Maryland)
Principal and Director of the Summer School

HARRIET BADER, A. M.-----*History*
Maryland State Normal School at Towson.

M. CLARICE BERSCH, A. M.----*Psychology, Tests and Measurements*
Supervisor, Anne Arundel County Schools.

PEARL BLOOD, A. M.-----*Geography*
Maryland State Normal School at Towson.

MARGARET E. BOND, B. S.----*Demonstration School, Primary Grades*
Vice-Principal, Baltimore City Schools.

ANITA S. DOWELL, A. M.---*Health Education and Elementary Science*
Acting Director of Summer School
Maryland State Normal School at Towson.

CLARA K. McCORD, A. B.-----*Mathematics, Fine and Industrial Arts*
Ojai Valley School, California.

LORETTA McGEADY-----*Demonstration School, Grammar Grades*
Supervisor, Allegany County Schools.

ELMA PRICKETT, A. M.-----*Music*
Maryland State Normal School at Towson.

LOUISE H. SCHROEDER, *Certificate, Peabody Conservatory of Music,*
Private Vocal and Instrumental Music
Maryland State Normal School at Towson.

MARTHA SIBLEY-----*Reading and Children's Literature*
Maryland State Normal School, at Towson.

CALENDAR

June 23—Saturday—8:30 A. M.—Registration begins.

June 25—Monday—8:00 A. M.—Regular classwork begins.

July 4—Wednesday—Holiday.

July 7—Saturday—Extra session to complete the 30-day session.

August 3—Friday—Summer Session ends.

THE MARYLAND STATE NORMAL SCHOOL

At
Towson, Maryland

SUMMER SESSION ANNOUNCEMENT

June 23 to August 3, 1928

GENERAL INFORMATION

The summer session of 1928 of the Maryland State Normal School will be conducted as a State Summer School, under the direction of the State Board of Education, during the six weeks from Saturday, June 23, to Friday, August 3, inclusive. The principal purpose of this summer school is to furnish, at very low cost, six weeks of professional training to Maryland teachers already in service, and to persons planning to become teachers in the public elementary schools of Maryland.

SPECIFIC AIMS

All courses satisfactorily completed will be credited by the State Superintendent of Schools to one of the following objects:

1. To meet the minimum legal requirements of professional preparation for teaching in the public schools of Maryland viz: At least twelve weeks' training in a standard summer school where daily observation and practice teaching are provided.
2. To secure renewal of second grade certificates under the requirement of six weeks' additional professional training.
3. To count toward meeting the requirement for advancing the grade of teachers' certificates from second grade to first grade according to the by-laws of the State Board of Education (See Annual Report for 1924, State Department of Education: "The Certification of Teachers").
4. To continue one's education for the sake of the profession in general, and for one's own personal satisfaction in maintaining a high educational standard and outlook; *and to secure college credits over and above the two-year Normal Course.*

As is indicated under *Courses of Instruction*, all courses will have professional value for teachers, and many will have a distinctly academic character.

STATE CREDITS

To receive full credit for standard summer school attendance, a student must pursue three full courses, aggregating not less than ninety hours of class work and concluded with an examination for each course.

COLLEGE CREDITS

College credits will be granted by the leading teachers' colleges in the country, and by such universities as Johns Hopkins University and Columbia University, if a student's credentials have been presented previously at the university and if the requirement demanded by the university is met by the courses offered in our summer session.

DEMONSTRATION TWO-ROOM SCHOOL

As usual, a standard Two-Room Elementary School will be in session in the rooms of the Elementary School throughout the six weeks, from 8.45 A. M. to 1.00 P. M. All students will be registered for the course, "The Modern School." They will have at least one hour of observation each day in the Demonstration School in preparation for the designated daily class discussion.

Approved classroom procedures will be demonstrated for the observation of the groups.

THE ALUMNI GIFT TO THE SUMMER SESSION A VISITING LECTURER

Through a gift of money, the Alumnae of the School have made possible a visiting lectureship for the summer, and for the fifth time the summer session will have the privilege of making an unusual offering to the teachers of the State.

In 1924 Dr. H. B. Wilson, Superintendent of the Schools of Berkeley, California, gave a course entitled "New Materials of Instruction."

In 1925 Dr. Esther Richards, of the Phipps Psychiatric Clinic, Johns Hopkins Medical School, lectured for a week upon "Mental Hygiene of the School Child."

In 1926 Professor J. Montgomery Gambrill, of Columbia University, discussed in five class periods—"Our Changing World and Its Civic Problems."

In 1927 three lecturers helped to develop the new course, "The Modern School." They were Professor Mabel Carney, and Professor Fannie Dunn, both of Columbia University,

leading thinkers today upon *Rural Education*; and Mr. Edwin Broome, Superintendent of Montgomery County (Maryland) Schools, who is building constructively a fine county system of schools and who generously gave his thought to the shaping of the course, "The Modern School."

Hughes Mearns, the author of "Creative Youth" one of the outstanding educational books of the last three years, is the lecturer invited for this year. His work at the Lincoln School of Teachers College with boys and girls was productive of good results in speaking and writing a type of English that expresses moods and emotions of individuals. From the Lincoln School of Teachers College he went, two years ago, to New York University in order that he might pass on his wonderful gift to supervisors and teachers. We consider it a real achievement to have secured as the Alumni gift to the School this summer—Hughes Mearns. He will give a course of lectures in the afternoon for one week, beginning July 9, and the school is offering to the public the course at a nominal fee.

That the Alumni Association of this school is willing to subsidize a lecture course in order that leaders of thought, drawn from all parts of the country, may assist in the up-building of ideas and ideals is certainly a matter for our congratulation.

THE JUNIOR RED CROSS

The Junior Red Cross, which has its headquarters in Washington, D. C., will continue its service to Normal School Summer Sessions. It will send to us for several days a trained worker, who will present the purpose, advantages, and suggestions for the educational phases of the organization. Children's activities for the promotion of international understanding and goodwill form a part of the Junior Red Cross program for elementary schools.

Miss Nellie Birdsong, a member of the Towson Normal School teaching staff, has been assigned by the Junior Red Cross to our Summer Session to promote this work.

ASSEMBLIES, ENTERTAINMENTS, EXCURSIONS

General assemblies of the whole student body will be held once or twice each week, preferably in the evening, to afford opportunities for community singing, lectures, and art appreciation demonstrations and motion picture entertainments of educational value. Every Friday evening some social, musical or literary entertainment will be held. On Saturdays the School will either join the Johns Hopkins University Sum-

mer Session in its planned excursions or will plan others independently. Some of the excursions which will be open to our students are: (1) By boat to Annapolis; (2) The Baltimore Harbor trip; (3) A bus trip to Gettysburg; (4) a Boat trip to Richmond and the historic James River and Jamestown. Mr. E. Curt Walther will assist us in our excursion program.

SUMMER SCHOOL ORCHESTRA

Any Summer Session student who plays an orchestral instrument is urged to bring the instrument to the summer school. The music instructor is anxious to develop both a glee club and an orchestra during the six weeks.

RESIDENCE HALLS

There are two residence halls: Newell Hall (for men and women) and Sarah E. Richmond Hall (for women).

Newell Hall, the main dormitory building of the Maryland State Normal School, will accomodate about 280 students, and during the summer will be used for both men and women. A few of the rooms are furnished for two students, but the large rooms accomodate three and four students. If the summer session enrollment permits these large rooms will not be filled to their capacity and we will place, whenever possible, only two to a room. One floor will be reserved for men students.

Richmond Hall will accommodate about 150 students.

All students desiring dormitory accommodations should make early application for reservations. Applications will be honored in the order in which they are received. Students will be placed, if possible, in rooms with roommates of their own selection, but all such requests should be filed when the deposit is made. Married women, bringing children with them, will be accommodated in Towson, and not in the dormitories.

All Normal School students required to attend the summer session as a pre-requisite toward graduation must room in the dormitories if they are boarding students.

Any student desiring to room alone may do so by paying \$75.00 for the six weeks instead of \$55.00, the regular place charge.

No electrical appliances of any kind may be used in the rooms except student lamps of standard make.

All possible assistance toward securing comfortable boarding homes in the vicinity of the school will be given any students

who file applications too late to secure reservations in any of the residence halls. Out-of-dormitory students may, if they so desire, secure table board in Newell Hall at the rate of \$7.00 per week.

Applications: Applications for rooms in Newell Hall and in Richmond Hall should be addressed as promptly as possible to the Director of the Summer School. Room assignments are made beginning April 1. Rooms will be reserved only upon receipt of a *five-dollar deposit*, payable to the Maryland State Normal School, Towson, Maryland, at the time of application. The deposit will be deducted from the full expense account, upon registration. Reservations are cancelled and the deposit forfeited, if rooms are not claimed in person or by notification before three o'clock June 23.

FEES AND EXPENSES

All expenses must be paid to the Registrar immediately upon entrance.

There will be no charge at all to Maryland teachers for instruction, *but a small laboratory fee may be listed with some of the courses.*

Students from other states will be admitted and will be charged \$6.00 per point for courses selected.

A \$5.00 registration fee is required of all students. An additional fee of \$2.00 will be required of late entrants. Late entrance means *after* June 23, unless the school is notified before June 23, and accepts the conditions of late entrance.

The charge for the *entire six weeks* for room and board in the dormitory, including laundry, will be \$55.00 in advance.

All articles to go into the school laundry must be marked with uniform woven laundry markers supplied by the school at a cost of *one dollar* for the set. Only plain articles and flat laundry—10 pieces in all—will be allowed. Blouses and dresses, men's fine shirts and palm beach suits may be laundered at the school laundry, but regular fixed charges will be made for such conveniences.

Students rooming in Newell and Richmond Halls will need to bring with them for personal use—towels, toilet soap, bureau scarfs (if wanted), two laundry bags and two tumblers.

Students rooming outside of the school, but desiring table board in Newell Hall, will be accommodated in the dining-room at a charge of \$7.00 a week, payable in one payment of \$42.00 in advance. Laundry for such students will cost one dollar (\$1.00) per week.

REGISTRATION AND ADMISSION

The opening day of the summer school, Saturday, June 23, will be given over to registration. The summer session faculty will be in attendance to meet the arriving students and advise them in the selection of courses. It would also be well if students sought the advice of superintendents and supervisors regarding their choice of courses.

Students may claim their rooms after 8.30 o'clock on Saturday morning, upon completion of registration. A light luncheon will be served at 12.30 o'clock for all who have arrived by that hour.

SUMMARY OF FEES

1. Registration fee (payable by every student at every summer session).....	\$5.00
2. Late registration fee (additional after June 23)....	2.00
3a. Tuition (no fee asked for Maryland teachers).....	
b. Tuition for students from other states (per point) ..	6.00
4a. Room, board and laundry for students in residence ..	55.00
b. Private room, board and laundry.....	75.00
5. Table board for students rooming in the town or city	42.00
6. Laundry for students rooming in the town or city (per week)	1.00
7. Laundry markers (to be purchased at the school) ..	1.00
8. Fee for use of students' laundry and personal self-service room.....	.50
9. Postoffice box rental.....	.25
10. Laboratory fees (see description of courses)	

FURTHER INFORMATION

For further information and answers to any questions not met in the foregoing paragraphs, address:

Lida Lee Tall, *Director*,
The Maryland State Normal School, at
Towson, Maryland.

COURSES OF INSTRUCTION

THE MODERN SCHOOL

Education s. 100. *The Modern School*. Credit A. 2 points.
Miss Dowell, Miss McGeady, and Mrs. Bond.
8:00-8:50 A. M.

This is a combined observation and conference course. A two-room demonstration school will be conducted which will aim to illustrate the best practices in such schools. Speakers who have made special studies of the various phases of rural school problems will give the results of their work at the conference hour. These will be discussed and comparison made between the views and the work done in the demonstration school. *This course is required of all summer session students.*

GENERAL EDUCATION COURSES PSYCHOLOGY

Education s. 101. *Psychology*. Credit A. 2 points. Miss Bersch.

11:00-11:50 A. M. Section I
12:00 A. M. 12:50 P. M. Section II

This course aims to show students how to *make use of* psychology in the classroom. The course will be based upon the experiences of the students with children. These experiences will be analyzed in the light of class discussion and reading. From the analyses of the experiences presented, a background of the most pertinent facts of educational, child, and social psychology will be developed. No one text will be used, but the students will be introduced to the literature in the three fields of psychology indicated.

TESTS AND MEASUREMENTS

Education s. 102. *Measuring the Results of Teaching*. Credit A. 2 points. Miss Bersch.
9:00-9:50 A. M.

This course aims to give to the student the power to check his teaching in the light of the objectives of education. The statistical treatment of data will *not* be emphasized. Instead, the student will be taught how to make good tests of his teaching, how to give and make use of the results of standard tests, and how to note objective evidence of growth in habits and attitude. *There will be a small laboratory fee.*

SPECIAL EDUCATION COURSES
READING

Education s. 103. *Reading in the Primary Grades.* Credit A. 2 points. Mrs. Sibley.

9:00-9:50 A. M.

In this course a study is made of the factors which enter into the building of correct reading habits in children in the primary grades. Consideration is given to the characteristics of children which contribute toward reading ability; to the activities which make for growth in reading and to the subject-matter suitable to the various stages of progress. Opportunity is given to observe and discuss reading lessons taught in the demonstration school.

CHILDREN'S LITERATURE

Education s. 104. *Children's Literature. Primary Grades.* Credit A. 2 points. Mrs. Sibley.

11:00-11:50 A. M.

This course provides the opportunity for a wide acquaintance with literature for children of different ages and for a study of how literature may best be used in the grades. Emphasis is placed upon recreational reading. Brief consideration is given to the history of children's literature; to the illustrations of children's books; and to the choice of editions suitable for school use. The class has access to the excellent children's library which is available. Literature lessons in the demonstration school will be observed and discussed, and there will be story-telling in charge of the librarian.

Education s. 105. *Children's Literature. Grammar Grades.* Credit A. 2 points. Mrs. Sibley.

10:00-10:50 A. M.

(Note: See Education s. 104).

GEOGRAPHY

Education s. 106. *Introductory School Geography.* Credit A. 2 points. Miss Blood.

11:00-11:50 A. M.

This course includes an inventory of the values to be realized in the elementary curriculum through the subject of geography; a study of the opportunities for teaching incidental geography in other subjects and projects of the primary grades; and a review of the subject-matter suitable for the third, fourth, and fifth grades. The practical aspects of home geography, excursion geography, journey geography and world-

lore are discussed, emphasis to be determined by the practical needs of the members of the class. The work includes lectures, discussions, excursions and suitable readings.

Education s. 107. *Intermediate School Geography.* Credit A. 2 points. Miss Blood.

10:00-10:50 A. M.

A study of the principles controlling the selection and teaching of subject-matter of geography for the pupils of the grammar and junior high school grades.

Emphasis is placed upon the study habits and procedures as involved in the problem-method and the special technique of the subject. The work will include a study of the United States, Latin America and Europe, from the regional, political and economic point of view. Lectures, discussions, collateral readings and map work.

HEALTH EDUCATION

Education s. 108. *Health Education.* Credit A. 2 points. Miss Dowell.

11:00-11:50 A. M.

This course gives a survey of the factors that aid in maintaining the health of the school child. It also aims to teach the principles which should govern the selection of materials and methods for health teaching and training in the elementary grades; and includes the work of clubs and organizations, such as the Boy and Girl Scouts and Campfire organizations, in promoting personal and community health. First aid and safety will be dealt with as they come up in the planning of a health program. Opportunity will be given for the observation of health work in the grades.

INDUSTRIAL ARTS

Education s. 109. *Principles Underlying the Teaching of Industrial Arts in the Grades.* Mrs. McCord.

12:00-12:50 P. M.

This course is planned for the teachers who expect to teach in the graded schools and in the rural schools. The course is designed to develop appreciation and understanding of the things of our environment which are the result of man's inventions to meet his material and aesthetic needs, and to open up the many possibilities in practical arts of serving as avenues of approach to other subjects; as, history, geography, arithmetic, etc. The course is not given with the thought that it shall be taught as a separate subject requiring a special teacher to conduct the industrial arts lessons, but as a subject to be

adapted and used by the elementary teacher; and to stimulate the spirit of inquiry and investigation of questions which arise in the various subjects by making them concrete.

The subject-matter of the course will include: How the race provides itself with food, shelter and clothing; how the race records itself; how the race supplies itself with utensils. The chief materials used in the course will be paper and cardboard, wood, clay, textiles, foods and some metal. *There is a small laboratory fee.*

MUSIC

Education s. 110. *The Teaching of Music. Primary Grades.*
Miss Prickett.

11:00-11:50 A. M.

This course is devoted to the study and demonstration of materials and methods for teaching music in the first four grades. It includes—rhythmic development for children; a study of the child voice; remedial measures for the non-singer; selection and teaching of rote songs; introduction of notation; ear and eye recognition of total and rhythmic figures; the study song; and music appreciation with the phonograph.

Education s. 111. *The Teaching of Music. Grammar Grades.*
Miss Prickett.

10:00-10:50 A. M.

This course deals with the teaching of music in Grades 4-8 inclusive. It includes—rhythmic development for children; a study of the child voice; selection and teaching of appropriate rote songs; careful study of various tonal and rhythmic problems as taken up in the different grades; the study song lesson; sight reading lessons; part singing; and music appreciation with the phonograph.

Note: Both music courses are prefaced with an intensive review of subject-matter, based upon selected song material suitable for classroom use.

PROFESSIONALIZED SUBJECT-MATTER COURSES

ART

Art s. 150. *Art for Children.* Credit A. 2 points. Mrs. McCord.

10:00-10:50 A. M.

This will be a course in creative art as related to child life, giving expression through the mediums of cut paper, crayon, calcium paints and clay. It will involve an ability to use color, lettering, and object drawing with an appreciation of historic and present art and the work of our modern illustrators. *There is a small laboratory fee.*

GEOGRAPHY

Geography s. 151. *Fundamentals of Geography*. Credit A.
2 points. Miss Blood.

12:00 A. M.-12:50 P. M.

This course is designed to give teachers an appreciation of the spirit of modern geography, so that they may get the proper articulation in the teaching of the subject. The materials of the course are organized from the point of view of man's conquest and exploitation of his environment in relation to his needs. The course aims to bring out the larger principles and relationships of the subject. Much of the illustrative material can be used directly in grade teaching. Environment and response; the distribution of population; regions and trade; transportation and the location of cities—are some of the subjects considered. Lectures, readings and discussions.

HISTORY

History s. 152. *Introduction to Contemporary Civilization*.
Credit A. 2 points. Miss Bader.

9:00-9:50 A. M.

The purpose of the entire course is to raise for consideration the insistent problems of the present and to give the student objective material to aid him in understanding the civilization of his own day and in participating effectively in it.

Part I of the course is a preparation for the consideration of the problems of the present. This preparation will consist of the study of nature or man's physical environment and of man, as a member of society, adapting himself to his physical environment and controlling nature.

Part II is a study of the historic background of contemporary civilization and a study of the recent historical developments of the great national states.

Part III of the course deals with the insistent problems of today. A detailed consideration will be given to such problems as Imperialism and the "Backward Peoples." Nationalism and Internationalism, Conservation, Industrial Problems, Problems of Political Control, and Educational Problems.

Parts I and II of the course will be offered in the summer of 1928.

References most frequently used are:

J. Russell Smith: *Industrial and Commercial Geography*.
E. C. Semple: *Influences of Geographic Environment*.
J. H. Robinson: *The New History*.

I. Edman: Human Traits.
 E. L. Thorndike: Educational Psychology.
 John Dewey: How We Think.
 Wm. James: Varieties of Religious Experiences.
 J. A. Thomson: Introduction to Science.
 C. J. H. Hayes: Political and Social History of Modern Europe.
 E. P. Cheyney: Industrial and Social History of England.
 F. A. Ogg: Economic Development of Modern Europe.
 J. S. Schapira: Modern and Contemporary European History.
 C. D. Hazen: Europe Since 1815.

History s. 153. *History of the Middle Ages in Europe.*
 Credit A. 2 points. Miss Bader.

10:00-10:50 A. M.

This course, which treats the development of the civilization from the fall of the Roman Empire to the time of American Colonization, is surveyed topically with the emphasis largely upon social, economic and religious phases. An intensive study will be made of such topics as: The Fall of the Roman Empire; Rise and Growth of Teutonic Kingdoms; Origin and Growth of Christianity; Development of the Medieval Church; Feudalism; Rise and Growth of Medieval Towns and Cities; and the Commercial Revolution.

References most frequently used:

Thorndike: History of Medieval Europe. Houghton
 Thorndike: A Short History of Civilization. Crofts
 Webster: Early European History. Heath
 Cutts: Scenes and Characters of the Middle Ages. Simpkin.
 Adams: Civilization During the Middle Ages. Scribners
 Emerton: An Introduction of the Middle Ages. Ginn

History s. 154. *American History.* Credit A. 2 points. Miss Bader.

12:00-12:50 P. M.

This course deals with the history of the United States from 1763 to 1860. Emphasis is placed upon the large movements in American history, which are treated from a social and economic point of view rather than political. Class reports, notebooks, collateral reading and map work are required.

References most frequently used:

Beard and Beard: History of the United States. Mac-Millan

McLaughlin: History of the United States. Appleton

Beard and Bagley: History of the American People. MacMillan

West: American Democracy. Allyn and Bacon

Forman: Our Republic. Century

MATHEMATICS

Mathematics s. 155. *Mathematics*. Credit A. 2 points. Mrs. McCord.

9:00-9:50 A. M.

A general review of arithmetic—common and decimal fractions, percentage, and its applications, denominate numbers, measurement, with emphasis on the underlying psychology. The use of tests is taught as a means of defining the field and evaluation progress. It is planned for the grade teachers who desire a course in subject-matter.

MUSIC

Music s. 156. *Voice and Piano*. Credit A. 2 points. Miss Schroeder.

This course is given for those students who wish to continue their musical education through private voice or piano lessons, hours to be arranged by the instructor. *Fee \$15.00 for ten half-hour lessons, including the use of the piano.*

ELEMENTARY SCIENCE

Science s. 157. *Elementary Science*. Credit A. 2 points. Miss Dowell.

9:00-9:50 A. M.

Through this course the students are given in the classroom and in field study a general acquaintance with the common objects and processes in nature that affect human life. The course aims to develop an appreciation of the world around one and to show the importance and value of science in the teaching of other elementary subjects, such as geography, industrial arts, English, and hygiene. *There will be a small laboratory fee.*

SCHEDULE OF CLASSES

(Subject to Change)

PERIOD I. 8.00—8.50	{	Ed.	s. 100	The Modern School, Miss Dowell, Miss McGeady, Mrs. Bond, and special lecturers.
		Ed.	s. 102	Measuring the Results of Teaching, Miss Bersch.
		Ed.	s. 103	Reading in the Primary Grades, Mrs. Sibley.
PERIOD II. 9.00—9.50	{	Hist.	s. 152	Introduction to Contemporary Civilization, Miss Bader.
		Math.	s. 155	Mathematics, Mrs. McCord.
		Sci.	s. 157	Elementary Science, Miss Dowell.
		Ed.	s. 105	Children's Literature, Grammar Grades, Mrs. Sibley.
		Ed.	s. 107	Intermediate School Geography, Miss Blood.
PERIOD III. 10.00—10.50	{	Ed.	s. 111	The Teaching of Music, Upper Grades, Miss Prickett.
		Art.	s. 150	Art for Children, Mrs. McCord.
		Hist.	s. 153	History of the Middle Ages in Europe, Miss Bader.
		Ed.	s. 101	Psychology (Section I), Miss Bersch.
		Ed.	s. 104	Children's Literature, Primary Grades, Mrs. Sibley.
PERIOD IV. 11.00—11.50	{	Ed.	s. 106	Introductory School Geography, Miss Blood.
		Ed.	s. 108	Health Education, Miss Dowell.
		Ed.	s. 110	The Teaching of Music (Lower Grades), Miss Prickett.
		Ed.	s. 101	Psychology (Section II), Miss Bersch.
		Ed.	s. 109	Principles Underlying the Teaching of Industrial Arts in the Grades, Mrs. McCord.
PERIOD V. 12.00—12.50	{	Geog.	s. 151	Fundamentals of Geography, Miss Blood.
		Hist.	s. 154	American History, Miss Bader.

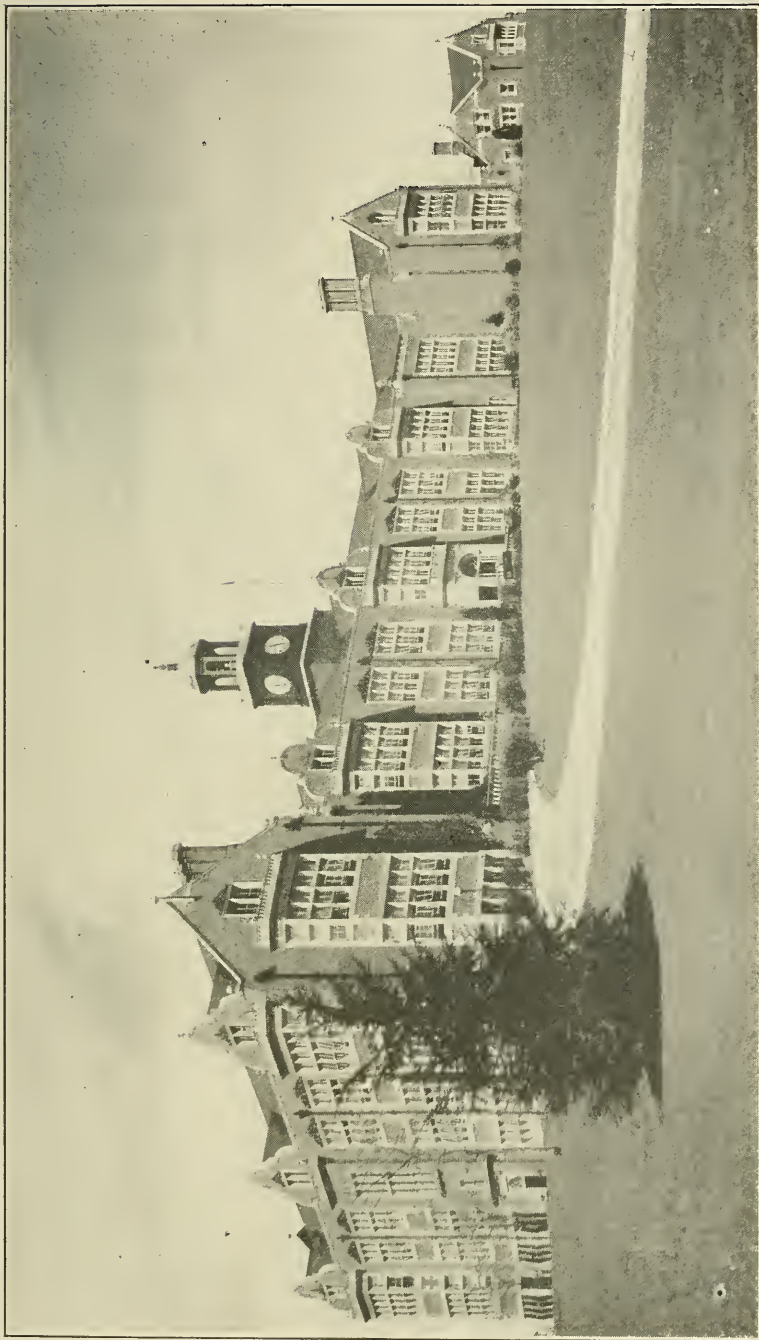
WEEK OF JULY 9, 1928

HUGHES MEARNS—Special Lecturer.

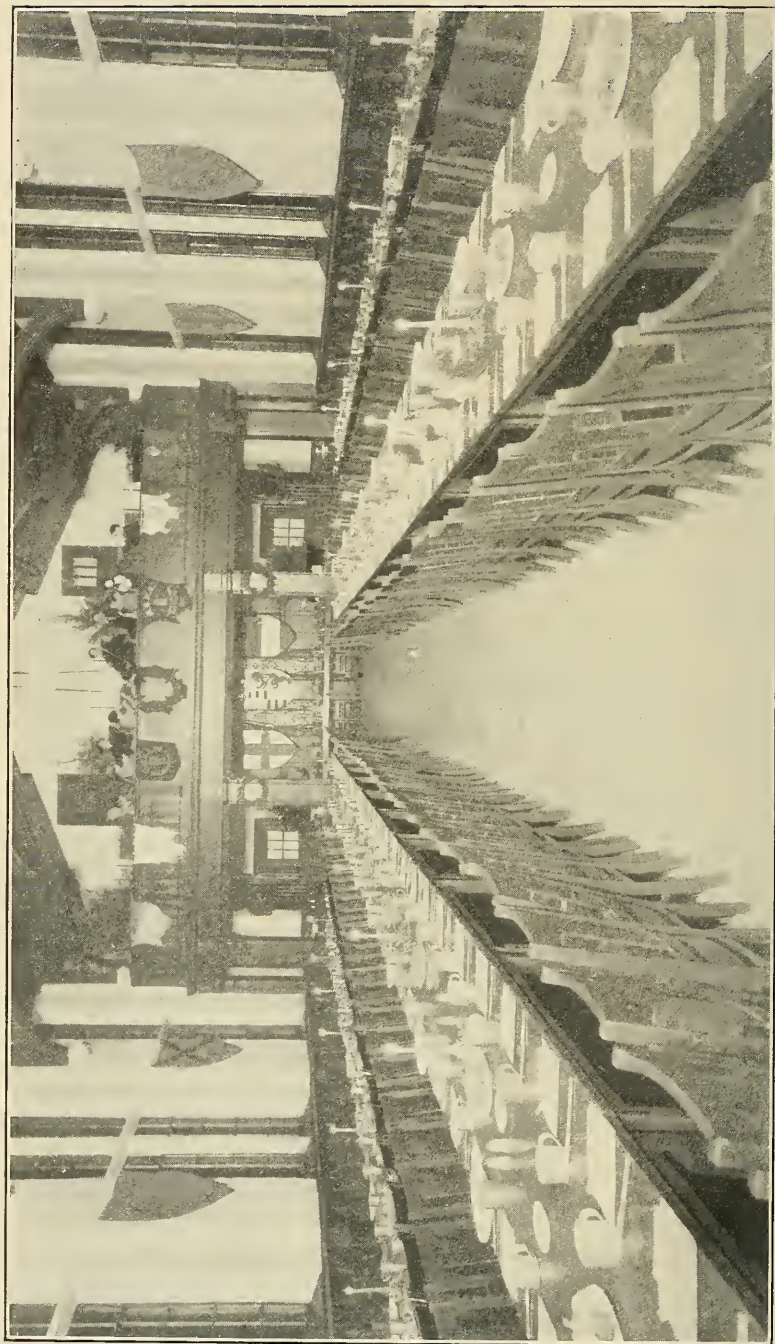
Course (Free to all the Towson Summer Session Students.)

\$1.50 for others for course ticket.

\$.50 for single ticket.



THE ADMINISTRATION BUILDING CONTAINS OFFICES, CLASS ROOMS, AUDITORIUM, LIBRARY, AND THE CAMPUS ELEMENTARY SCHOOL. IT IS THE LABORATORY FOR THE TRAINING OF OUR STUDENTS.



DINING HALL AS IT WAS ARRANGED FOR THE OLD ENGLISH DINNER GIVEN TO THE STUDENTS
AT CHRISTMAS, 1926.

GETTING TO TOWSON

The Maryland State Normal School, at Towson, is located in the County Seat of Baltimore County, a short distance north of Baltimore City, on the York Road, along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line of street cars transferring to the Towson car (Number 8), whose route eastward and northward to Towson is along Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to York Road to the Normal School grounds.

From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car; ride north; transfer at York Road and Gorsuch avenue, to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk from the Normal School.

Students' baggage can be handled through the school office, by special arrangement with our local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.

To All Teachers:—

Where are you going to Summer School this year? Why not take advantage of the opportunity for college credit and continued professional education through the courses offered at the Maryland State Normal School at Towson? Remember that Towson is a summer residence town, cool and attractive—with Baltimore close at hand.



If you need subject-matter courses,
we give them

—at—

Towson

THE
MARYLAND
STATE NORMAL SCHOOL
AT
TOWSON



ANNOUNCEMENT

1928-1929

CALENDAR FOR 1928-1929

REGISTRATION:

City Juniors and City Seniors-----Tuesday, September 4
 County Juniors (only)-----Wednesday, September 5
 County Seniors-----Friday, September 7

REGULAR SCHEDULE OF WORK FOR FIRST TERM:

All Juniors-----Thursday, September 6
 All Seniors-----Monday, September 10

DORMITORIES AND TOWSON HOMES OPEN FOR RESIDENT STUDENTS:

Resident Juniors-----Wednesday, September 5
 Resident Seniors-----Friday, September 7

ELEMENTARY SCHOOL:

Registration-----Friday, September 7
 Regular Work-----Monday, September 10

THANKSGIVING HOLIDAYS:

Wednesday noon, November 28, to Sunday, December 2, inclusive.
 First Term Ends-----Wednesday, November 28
 Term Interim-----Thanksgiving Holidays
 Second Term Begins-----Monday, December 3
 Carol Singing-----Thursday, December 20

CHRISTMAS VACATION:

Saturday, December 22, to Sunday, January 6, inclusive.
 Regular Schedule Followed-----Monday, January 7
 Founder's Day-----Tuesday, January 15
 Washington's Birthday (celebrated at school)-----Friday, February 22
 Second Term Ends-----Friday, March 8
 Third Term Begins-----Monday, March 11

EASTER VACATION:

Wednesday noon, March 27, to Tuesday, April 2, inclusive.
 Regular Schedule Followed-----Wednesday, April 3
 Professional Examinations for City Students,
 Wednesday, May 29 and Friday, May 31
 (City students given May 28 and 30 for study for examinations)
 Senior Class Schedule Ends (all students)-----Tuesday, June 4
 Junior Class Schedule Ends-----Wednesday, June 5
 Third Term Ends-----Wednesday, June 5

COMMENCEMENT WEEK:

State Volley Ball Meet, under auspices of P. A. L.
 (Visiting Volley Ball Teams), Thursday, June 6, to Saturday, June 8
 Alumni Day and Dinner-----Saturday, June 8
 Baccalaureate Sermon-----Sunday, June 9
 Class Day-----Monday, June 10
 Commencement, 11:00 A. M.-----Tuesday, June 11

SUMMER SESSION:-----Dates to be Announced

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STATE BOARD OF EDUCATION AND TRUSTEES
of the
MARYLAND STATE NORMAL SCHOOL AT TOWSON
1928-1929

DR. HENRY M. FITZHUGH, *President*
Westminster

ALBERT S. COOK, A. M., L.L.D., (University of Maryland)
State Superintendent and Secretary of the Board
Towson

DR. J. M. T. FINNEY
Baltimore

THOMAS CHAMBERS
Federalsburg

MARY E. W. RISTEAU
Sharon

EMORY L. COBLENTZ
Frederick

EDGAR McMASTER
Pocomoke City

TASKER G. LOWNDES
Cumberland

The Towson Normal School Committee

DR. HENRY M. FITZHUGH, *President*

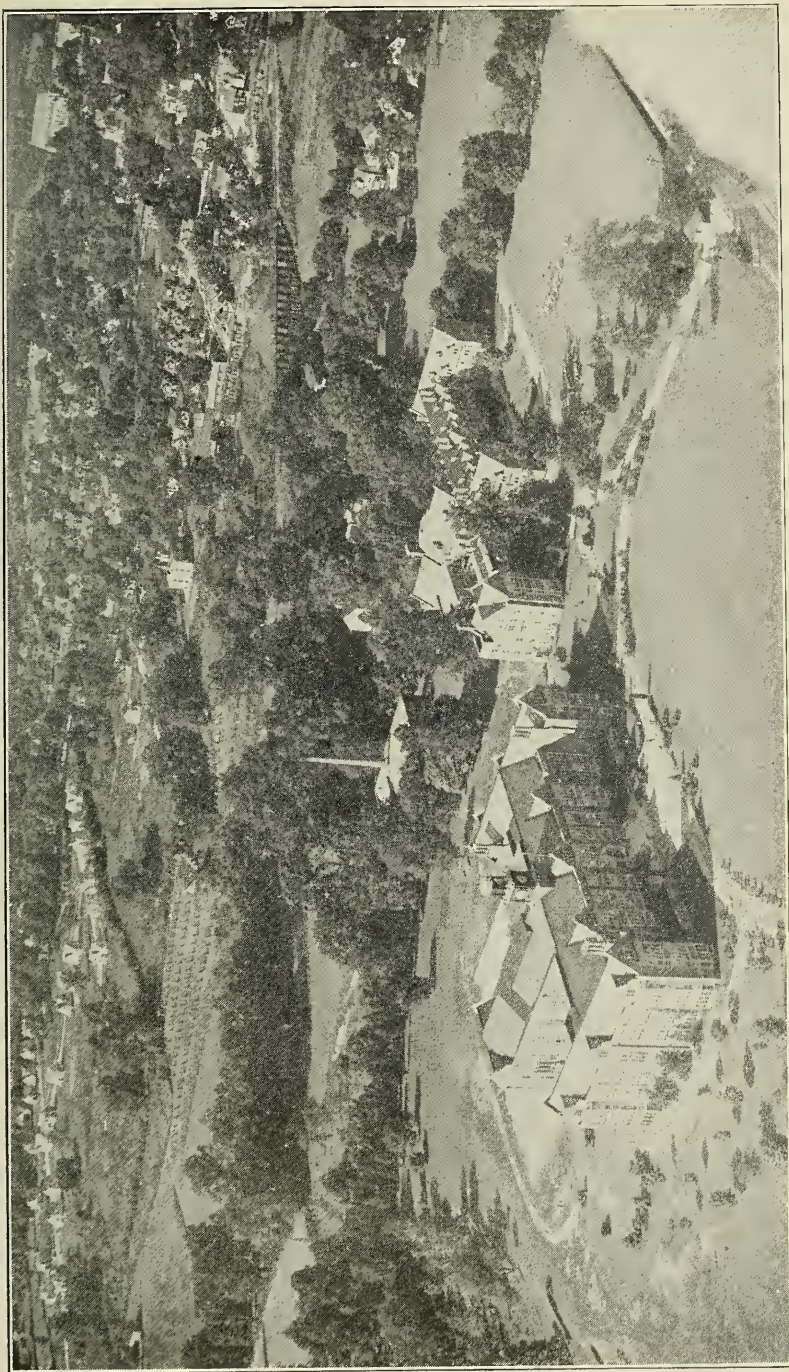
ALBERT S. COOK

DR. J. M. T. FINNEY

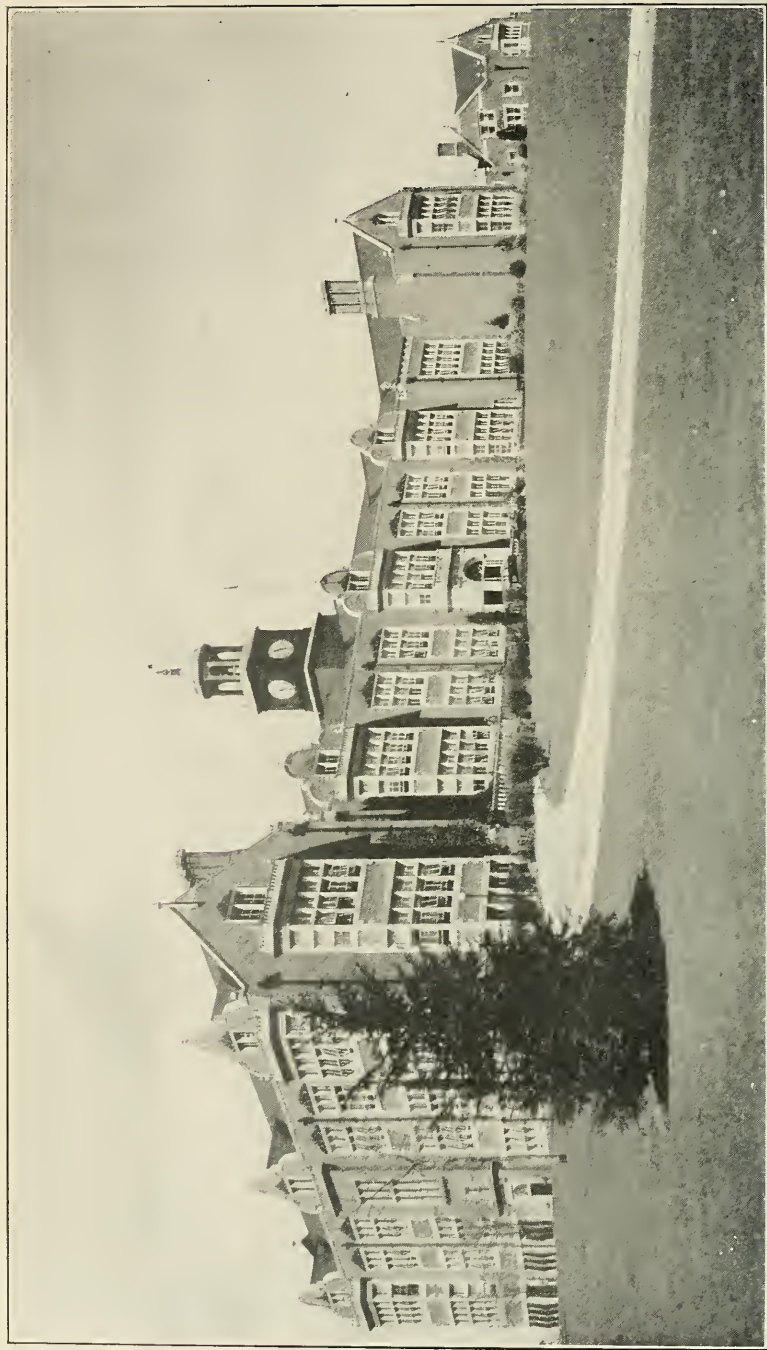
MARY E. W. RISTEAU

EMORY L. COBLENTZ

LIDA LEE TALL, *Principal*



AIRPLANE VIEW OF THE MARYLAND STATE NORMAL SCHOOL AT TOWSON



THE ADMINISTRATION BUILDING CONTAINS OFFICES, CLASS ROOMS, AUDITORIUM, LIBRARY, AND THE CAMPUS ELEMENTARY SCHOOL. IT IS THE LABORATORY FOR THE TRAINING OF OUR STUDENTS.

FACULTY

1928-1929

TALL, LIDA LEE	<i>Principal</i>
B. S., Columbia University; Litt. D., University of Maryland.	
DOWELL, ANITA S.	<i>Assistant to the Principal, Health Education</i>
A. B., Goucher College; A. M. and Diploma in Health Supervision, Columbia University	
BADER, HARRIET A.	<i>History and Geography</i>
Diploma, Normal School, Terre Haute, Indiana; A. B., Terre Haute, Indiana; A. M., Columbia University.	
BIRDSONG, NELLIE W.	<i>Psychology</i>
Diploma, Normal School, Richmond, Va.; B. S. and A. M., Columbia University.	
BLOOD, PEARL	<i>Geography</i>
Diploma, Brockport Normal School, New York; A. M., Columbia University.	
BROWN, STELLA E.	<i>Director of Rural Practice</i>
Diploma, Maryland State Normal School at Towson; B. S. and A. M., and Diploma, Elementary School Supervision, Columbia University.	
BURDICK, DOROTHY, M. D.	<i>Health Education</i>
A. B., Mount Holyoke College; M. D., Johns Hopkins Medical School.	
COBB, LEILA M.	<i>Supervisor of Rural Practice</i>
B. S., Columbia University.	
COOK, CATHERINE N.	<i>Assistant in Tests and Measurements</i>
A. B., Sweet Briar College, Virginia; A. M., Columbia University	
COWAN, HELEN IRENE	<i>History</i>
A. B., Toronto University; A. M., Columbia University.	
DUNLAVY, PAULINE	<i>Art</i>
B. S., State Teachers College, Springfield, Missouri	
FRUM, BLANCHE	<i>English</i>
A. B., West Virginia Wesleyan College; A. M., Columbia University.	
KEYS, LOUESA J.	<i>Health Education</i>
B. S., Illinois University.	
MEDWEDEFF, MINNIE V.	<i>Biological Sciences</i>
A. B., Goucher College; A. M., Columbia University.	
MINNEGAN, DONALD	<i>Physical Education for Men</i>
B. P. E., Springfield College, Springfield, Mass.	
MORRIS, MARGARET	<i>Kindergarten-Primary Education</i>
B. S., Columbia University	
MUNN, ALICE	<i>English</i>
B. S., Columbia University.	

- ORCUTT, ELEANOR V.-----*Mathematics*
A. B., Goucher College
- OSBORN, MARY L.-----*Librarian*
Diploma, Geneseo State Normal School, New York; Diploma,
Library School of New York Public Library
- PRICKETT, ELMA-----*Music*
Public School Music Diploma, Piano Diploma and A. B., Iowa
State Teachers College; A. M., Columbia University.
- ROACH, MARY E.-----*Physical Education*
Diploma, Central School of Hygiene and Physical Education,
New York City.
- SAMMIS, ETHEL E.-----*Physical Education*
Diploma, Central School of Hygiene and Physical Education,
New York City.
- SCARBOROUGH, MARY HUDSON-----*Mathematics*
Diploma, Maryland State Normal School at Towson; A. B.,
Goucher College; A. M. and Diploma in Supervision of
Mathematics, Columbia University.
- SHAW, ROBERT W.-----*History and Principles of Education*
A. B., University of Denver; A. M., Columbia University.
- SIBLEY, MARTHA-----*Reading (English V)*
Diploma, State Teachers' College for Women, Milledgeville, Ga.
- SNYDER, AGNES-----*Head of Department of Education; Introduction to
Teaching; Director of Practice Centers in Baltimore City*
Diploma, Teachers' Training School of Baltimore; B. S., A. M.,
Ph. D., Johns Hopkins University.
- STAPLETON, HELEN C.-----*English*
A. B., Goucher College.
- STEELE, IRENE M.-----*Principal, Campus Elementary School*
Diploma, Maryland State Normal School at Towson;
B. S. and A. M., Columbia University.
- VAN BIBBER, LENA C.-----*History*
Diploma, Maryland State Normal School at Towson; B. S.,
Columbia University; A. M., Johns Hopkins University.
- WALTHER, E. CURT-----*Head of Subject Matter Department, Geography*
A. B., Cincinnati University; A. M., Columbia University.
- WEISEL, DEBORAH D.-----*Art*
B. S., Columbia University; Diploma, Pennsylvania Museum
and School of Art, Phila.; Diploma, New England
Conservatory, Boston.
- WEYFORTH, EMMA E.-----*Music*
A. B., Goucher College; Student, Peabody Conservatory of Music
- WOELFEL, NORMAN-----*Educational Measurements and Psychology*
Diploma, Buffalo State Normal School, New York; B. S. and A. M.,
Columbia University.
- WOODWARD, HAZEL-----*Supervisor of City Practice Centers*
A. B., Bates College, Maine; A. M., Columbia University.
- ZAHN, EVA-----*Penmanship (Part-time teacher 1927-1928)*
Detroit Public Schools. Diploma, Palmer School of Handwriting,
Detroit, Michigan.

TRAINING CENTERS

Campus Elementary School Faculty

Observation, Demonstration and Student Teaching Laboratory

1928-1929

STEELE, IRENE M.	Principal
Diploma, Maryland State Normal School at Towson; B. S. and A. M., Columbia University.	
COOK, CATHERINE N.	Assistant in Tests and Measurements
A. B., Sweet Briar College, Virginia; A. M., Columbia University.	
BUTTERFIELD, HELEN	Kindergarten
A. B., Olivet College; A. M., Columbia University	
RICHARDSON, LILLIAN E.	First Grade
B. S., Kansas State Teachers College, Emporia; A. M., Columbia University.	
GROVE, LOUISE	Second Grade
B. S., Columbia University.	
YOUNGBLOOD, RUTH	Third Grade
Diploma, State Teachers College for Women, Milledgeville, Georgia.	
GILLETT, MONIE	Fourth Grade
Diploma, Teachers College, Hobart, Tasmania.	
TREUT, ALVINA	Fifth Grade
Diploma, State Normal School at Towson, Maryland; B. S., Columbia University.	
EICHENBERGER, URSULA L.	Sixth Grade
Diploma, Western State Teachers College, Kalamazoo, Michigan.	
PHIPPS, WILLIAM F.	Seventh Grade
First Grade State Certificate (Maryland).	
AIST, LORENA	Assistant in the Elementary School
Diploma, Maryland State Normal School at Towson.	
VENABLE, HELEN W.	Clerk

Library

OSBORN, MARY L.	Librarian
Diploma, Geneseo State Normal School; Diploma, Library School of New York Public Library.	
HOLT, GERTRUDE	Assistant Librarian
Library Course, New Jersey Library Commission, Asbury Park, N. J.	
STITZEL, FURN	Assistant in Library
Diploma, Maryland State Normal School at Towson.	
YODER, MERLE	Assistant in Library
Diploma, Maryland State Normal School at Towson.	
PARRISH, M. ISABEL	Assistant in Library
A. B., Goucher College.	

Office

Principal's Office:

ROSE, E. EURITH.....*Secretary to Principal*
 GILBERT, ADDA LOUISE.....*Stenographer*
 HARTLEY, DOROTHY E.....*Clerk*

Registrar's Office:

CARLEY, GERTRUDE.....*Registrar and Business Manager*
 DEBAUGH, AGNES.....*Assistant to Registrar*
 RAWLINGS, CATHERINE.....*Business Clerk*
 HARTLEY, ETHEL.....*Clerk*

Dormitory

SPERRY, RUTH C.....*Social and Dormitory Director*
 B. S., Columbia University.

GROSS, LENNA.....*Assistant Dormitory Director*
 Certificate in Institutional Management, Simmons College.

RUDD, HELEN M.....*Dietitian*
 Two Year Course, University of Montana.

WHEELER, ROSE LEE.....*Assistant at Switchboard and Postoffice Clerk*

Infirmary and Health Service

BURDICK, DOROTHY, M. D.....*Resident Physician*
 A. B., Mount Holyoke College; M.D., Johns Hopkins Medical School.

RILEY, JENNIE.....*Resident Nurse*
 Graduate Nurse, Worcester, Mass., Hospital Training School.

Affiliated Training Centers—Baltimore City

1927-1928

THOMPSON, ZELMA B.....*Kindergarten, School No. 25*
 Diploma, Baltimore Kindergarten Training School.

GRIFFITHS, MRS. ELLEN STACK.....*Kindergarten, School No. 214*
 Diploma, Baltimore Teachers Training School.

WATTS, VIRGINIA.....*First Grade, School No. 214*
 Diploma, Baltimore Teachers Training School.

SUTHERLAND, MARGARET G.....*First Grade, School No. 97*
 Diploma, Baltimore Teachers Training School.

SCHMIDTMAN, MARGUERITE L.....*Second Grade, School No. 97*
 Diploma, Baltimore Teachers Training School.

SETH, MRS. EMMA N.....*Second Grade, School No. 51*
 Diploma, Baltimore Teachers Training School.

TILGHMAN, HELEN G.....*Third Grade, School No. 97*
 Diploma, Maryland State Normal School at Towson.

WALLACE, MARIE.....*Third Grade, School No. 86*
 Diploma, Baltimore Teachers Training School.

JOHNSTONE, ISABELLE M.....*Fourth Grade, School No. 22*
 Diploma, Baltimore Teachers Training School.

MCGINITY, SARAH F.	<i>Fourth Grade, School No. 86</i>
Diploma, Baltimore Teachers Training School.	
THOMASON, LIDA LEE	<i>Fourth Grade, School No. 51</i>
B. S. and A. M., Johns Hopkins University.	
CHESNO, ANNA M.	<i>Fifth Grade, School No. 86</i>
Diploma, Baltimore Teachers Training School.	
ERLMEIER, KATHERINE C.	<i>Fifth Grade, School No. 213</i>
Diploma, Maryland State Normal School at Towson;	
B. S., Johns Hopkins University.	
STORM, ELIZABETH A.	<i>Fifth Grade, School No. 19</i>
Normal Training Course, Chase City, Virginia.	
GAREIS, MARGARET S.	<i>Sixth Grade, School No. 213</i>
Diploma, Baltimore Teachers Training School.	
GUIDER, H. LOUISE	<i>Sixth Grade, School No. 86</i>
Diploma, Baltimore Teachers Training School.	
McLAIN, MARGARET	<i>Sixth Grade, School No. 97</i>
Diploma, Baltimore Teachers Training School.	

Affiliated Training Centers—Baltimore County

1927-1928

BUCKLEY, MILDRED L.	<i>Primary Grades, Bare Hills</i>
Diploma, Maryland State Normal School at Towson.	
BUCKLEY, GERTRUDE E.	<i>Intermediate Grades, Bare Hills</i>
Diploma, Maryland State Normal School at Towson.	
LOGAN, ANNA G.	<i>Intermediate Grades, Baynesville</i>
Diploma, Afforby Kindergarten Normal School;	
Diploma, Maryland State Normal School at Towson.	
WRIGHT, SUE	<i>First Grade, Fullerton</i>
Diploma, Maryland State Normal School at Towson.	
MOON, LOUISE	<i>Second Grade, Fullerton</i>
State Teachers' Certificate—Maryland.	
GUYTON, M. RUTH.	<i>Fifth Grade, Fullerton</i>
Diploma, Maryland State Normal School at Towson.	
EWING, MARGARET T.	<i>Intermediate Grades, Pine Grove</i>
Diploma, Maryland State Normal School at Frostburg.	
BROWN, RUTH M.	<i>Primary Grades, Timonium</i>
Diploma, Maryland State Normal School at Towson.	
LOGAN, KATHERINE V.	<i>Intermediate Grades, Timonium</i>
Diploma, Maryland State Normal School at Towson.	
RICH, ALICE	<i>Third Grade, Parkville</i>
Diploma, Maryland State Normal School at Towson.	

Harford County

WESTERBLAD, MRS. RUTH	<i>Second Grade, Belair</i>
State Teachers' Certificate—Maryland.	
KELLY, BESSIE	<i>Third Grade, Belair</i>
State Teachers' Certificate—Maryland.	

Faculty Committees

Anne Arundel County

- WHAYLAND, MRS. ELIZABETH.....*Second Grade, Linthicum*
Diploma, Maryland State Normal School at Towson.
- DOWNES, MARY.....*Fifth Grade, Linthicum*
Diploma, Maryland State Normal School at Towson.

Faculty Committees

1927-1928

- ASSEMBLY: Lena C. Van Bibber, chairman; Gertrude Woolsey, Pearl Blood, Anita Dowell, Edna McEachern, Harriet Bader, and marshals and representatives of Student Council.
- ATHLETICS: Ethel Sammis, chairman; Donald Minnegan, Helen Rudd, Irene Steele, Mary Masland, Mary Roach, Robert Shaw.
- BANK: Eleanor Orcutt, chairman; Catherine Cook.
- BULLETIN BOARDS: Faculty, Nellie Birdsong; Students, Gertrude Woolsey.
- CAMP FIRE: Jennie Riley, Chairman.
- CHI ALPHA SIGMA: Honor Society—Anita S. Dowell, chairman of Senate.
- CRAFT CLUB: Helen Butterfield, chairman; Gertrude Carley.
- FACULTY MEETING AND FACULTY LUNCHROOM: Louesa J. Keys, chairman; Mary Hudson Scarborough, Pearl Blood, Robert Shaw, Mary Eckford, Catherine Cook, Carolyn Gunn.
- GIRLS' CHORUS: Elma Prickett, chairman.
- GLEE CLUB: Edna McEachern, chairman.
- GIRL SCOUTS: Ona Frum, adviser.
- HEALTH PROGRAM: Anita S. Dowell, chairman; Dr. Dorothy Burdick, Louesa J. Keys, Norman Woelfel, Stella E. Brown, Ethel E. Sammis, Mary Roach, Zella Steward, Jennie Riley, Ruth C. Sperry, Irene Steele, Mary Osborne, Agnes Snyder, Carolyn Gunn.
- LEAGUE OF YOUNG VOTERS: Lena C. Van Bibber, chairman.
- LITERARY SOCIETIES: Helen G. Stapleton, chairman.
- ORCHESTRA: Emma Weyforth, leader.
- PUBLICITY: Alice Munn.
- MEN'S ACTIVITIES: Robert Shaw.
- RELIGIOUS LIFE: Lenna Gross, chairman; Ruth C. Sperry, Leila Cobb, Blanche Frum, Harriet Bader, Mr. and Mrs. Robert Shaw.
- SCHOLARSHIP AND PERSONNEL COMMITTEES: Norman Woelfel, chairman; Gertrude Carley, E. Curt Walther, Agnes Snyder, Anita S. Dowell, Ruth C. Sperry, Robert Shaw, Dr. Dorothy Burdick.
- EXTRA CURRICULAR: Ruth C. Sperry, chairman; Anita S. Dowell, Lena C. Van Bibber, Edna McEachern, Blanche Frum, Mary Eckford, Pearl Blood, Harriet Bader.
- STAGE: Gertrude Woolsey, chairman; Charlotte Vaughan.
- STUDENT GOVERNMENT FACULTY COMMITTEE: Lida Lee Tall, chairman; Anita S. Dowell, Ruth C. Sperry, Norman Woelfel, Agnes Snyder, Gertrude Carley.
- STUDENTS' REST ROOM: Gertrude Woolsey.
- TOWER LIGHT: Alice Munn, Managing Editor.
- WOMAN'S FACULTY REST ROOM: Mary Hudson Scarborough, chairman; Nellie Birdsong, Helen Butterfield, Helen G. Stapleton, Harriet S. Smith.
- Note: The Principal is ex officio a member of all committees.

STUDENT ORGANIZATIONS

1927-1928

Assembly Marshals

Junior Marshals

HELEN ALPORT
ELEANOR BADER
ANTOINETTE BENCHKEN
MARION GOLDMAN
PAUL GOLDSTEIN
LILLIAN HOLTSCHNEIDER
GEORGE LINSSENMEYER
ANNA MILLER
GLADYS MILTON
ELIZABETH NUTWELL
JUNE RULLMAN
ANNA STRAUS
WILSON VALENTINE
JEANETTE WILSON
ARTHUR WOOD

Senior Marshals

WILLIAM BADER, *Chief Marshal*
EMILY BROMWELL
CARL BULL
MILDRED BUCKINGHAM
HENRY BYERS
KATE CHEW, *Sec.-Treasurer*
ELEANOR COOK
JULIA CRUM
HAZEL FRIDINGER
MILDRED KEIM
JUDITH KIDD
ETHEL MELCHER
MELVA SCHNEIDNER
GERTRUDE STREAKER
GERTRUDE WARFIELD

Athletic Association

President, THEODORE LAWLIS

Secretary, MARGARET MULLER

Treasurer, ELIZABETH WHITESTONE

(Men)

Soccer Manager, DWIGHT CASKEY
Basket Ball Mgr., HOWARD FLOOK
Tennis Manager, DONALD HAUGH
Base Ball Manager, HENRY BYER
Track Manager, CARL SCHWARTZ
General Mgr., HAROLD MUELLER

(Women)

Spring Mgr., HAZEL FRIDINGER
Hockey Mgr., GENEVIEVE EMERINE
Basket Ball Mgr., JEAN ROSS
Tennis Mgr., MARION MEDINGER
General Mgr., MARGARET DICK

Camp Fire Girls

President, ALLENE PRUITT

Secretary, EDNA MICHAEL

Vice-President, SARA BASTIAN

Treasurer, SARA BOWLUS

Social Chairman, JULIET STEPHENS

Craft Club

President, MARY ALICE MOBLEY

Sec.-Treas., ELIZABETH VAN SANT

Dormitory

House Presidents and Social Chairmen

Newell Hall, HARRIET WRIGHT
Richmond Hall, RENA SLAGEN

Dining Room Committee

Chairman, HAZEL FRIDINGER
Campus Chairman, MAE ANGLE
Lib'ry Chairman, DOLLY MADISON

Girl Scouts

First Lieut., MILDRED COPENHAVER

Treasurer, ETHEL JONES

Second Lieut., HARRIETT WRIGHT

Recording Sec., OLIVER HAUSER

Corresponding Secretary, GERTRUDE STREAKER

Glee Club

President, CATHERINE MILLER

Sec.-Treasurer, LOUISE CONRAD

Honor Society

Pres., HELEN M. FEASTER, 1926 *Secretary*, MARY IRENE ANDREWS
Vice-Pres., GERTRUDE DOWELL, 1926 *Asst. Secretary*, GLADYS MOORE
Treasurer, GLADYS ALMONY
Executive Committee: BESSIE ARTERBURN, 1925; MARGARET BREITLING,
 1926; MARJORIE GWYNN, 1927; LENA T. REILLY,
 1927, and officers.

Junior Class Officers

President, AUGUSTUS HACKMANN *Social Chairman*, MARY KATHERINE
Vice-President, VIRGINIA MAHON WILSON
Secretary, MAYSIE ARMSTRONG *Vice-Social Chairman*, RUTH
Treasurer, PAUL GOLDSTEIN ULMAN

League of Women Voters

President, MARY ALICE MOBLEY *Secretary*, MARY HARRISON
Vice-President, JULIA CRUM *Treasurer*, MARGARET ELGERT

Normal Literary Society

President, MARJORIE HOOPMAN *Vice-President*, ELEANOR COOK
Secretary-Treasurer, LEILA MCCABE

Pestalozzi Literary Society

President, SIDNEY CHERNAK *Vice-President*, KATHERINE MISSEL
Secretary-Treasurer, MARY HARRISON

Rural Club

President, FRED WARD *Treasurer*, DWIGHT CASKEY
Vice-President, MARIAN WEST *Secretary*, MILDRED BUCKINGHAM
Social Chairman, MARY KEECH

Senior Class Officers

President, HELEN NICOLS *Treasurer*, CARL SCHWARTZ
Vice-President, JEANNIE ROSS *Social Chairman*, MARY KEECH
Secretary, LULA BICHY *Vice-Social Chairman*, MARGARET
 KURTZ

Student Council

General Student Council *Day Student Council*
President, CARROLL S. RANKIN *Chairman*, ELIZABETH DOBLER
Vice-President, ELEANORA BOWLING *Vice-Chairman*, MILDRED ALEXANDER
Sec.-Treasurer, DOROTHY WILSON *Sec.-Treas.*, GENEVIEVE EMERINE

Dormitory Student Council

Chairman, ELIZABETH MCDOWELL *Vice-Chairman*, HAZEL FRIDINGER
Secretary-Treasurer, MAE ANGLE

Tower Light

Business Mgr., SIDNEY CHERNAK *Circulating Mgr.*, HOWARD FLOCK
Student Editors: ELEANORA BOWLING and CHARLOTTE HARN
Advertising Managers: MARCIA ELLIOTT, ANN IVES and LULA BICKY

Y. W. C. A.

President, TENY HORST *Secretary*, LILLIAN SUNDERGILL
Vice-President, MARY BROWNING *Treasurer*, CHRISTINE SIMPSON
Chairman Mid-Week Religious Work, MARY RHODES

WHO SHOULD ELECT TEACHING AS A PROFESSION?

The selection of a life career should be made after careful consideration of all the factors involved. Are you considering the teaching profession? Investigate intelligently at least, along these three lines: (1) The status of teaching in Maryland; (2) the personal qualifications of candidates; (3) the opportunities in the profession.

Status of the Profession in Maryland

In Maryland there are about 5,000 white teachers in elementary schools, of whom 3,037 are teaching in elementary grades in the twenty-three counties and 1,836 in Baltimore City. In the counties, about four per cent. of these are teachers on third grade certificates; about ten per cent. on second grade certificates; and eighty-six per cent. on first-grade certificates. In Baltimore City all are teaching on first grade certificates. The educational objective in a forward looking and progressive State is to place "a trained teacher in every classroom" in the schools of the State. Therefore, to do their duty by the people of Maryland the Normal schools of the State should have in attendance at least one thousand students, so that five hundred trained teachers can be counted upon yearly to take the places of the five hundred teachers who leave the field each year.

Personal Qualifications

High school graduates who elect the teaching profession as their chosen field should be those who have considered all the professional fields; medicine, law, engineering, institutional management, education—and after due study of their own aptitudes for these callings should have decided that the field of education holds for them the greatest possibilities for personal growth, special abilities, and success. Such young men and women will be real students; will love children and will be as interested in developing a child's possibilities as a student of medicine is in studying disease or surgery in its remedial and preventive phases; will possess characteristics of leadership; will, if possible, have a sense of humor; and, above all else, will be straightforward and trustworthy, and willing to seek the truth always.

To this type of high school student the normal schools of the country extend a welcoming hand.

The Good Teacher

At a recent visit to the Belair High School (Harford County), the Senior Class, assembled, analyzed very ably the characteristics of a good teacher. They were challenged to write up their analysis. Here it is:

"The qualifications for a good teacher would naturally lie along two

lines—personal and professional. Of the former, personality and character undoubtedly rank first, particularly including trustworthiness, courtesy, and patience. Of the latter, the ability to control the classroom situation is evidently of prime importance. This can be obtained largely through ability to impart the subject matter in an interesting way, which presupposes an understanding of people, especially children, and an adequate knowledge of the subject matter, with a desire for enriching one's background as opportunity offers. Likewise a fair and impartial attitude tempered with a sense of humor—that peculiar sense which is able to do so much in difficult situations—is necessary."

Committee:

DOROTHY HAYS
MARIE HOWARD

ANITA MOORE
LAURA GARRETTSON
CORNELUIS GISRIEL

Opportunities in the Profession

The profession needs leaders, and for these there are always positions open. Professor E. L. Thorndike says that if education could claim five hundred such leaders as medicine has, represented by such men as Maryland's own Dr. John M. T. Finney and Dr. William Welch of the Johns Hopkins Medical School; and Dr. Simon Flexner of the Rockefeller Institute, education would indeed be looked upon with the respect it deserves among the group of professions. Our aim is, "A trained teacher in every classroom in the schools of the country." When this is accomplished other results will follow, and the greatest objective a nation can work for will have been reached—*the stamping out of illiteracy and the giving of an equal opportunity to every boy and girl in the United States.*

The Financial Side of the Teaching Profession for a Maryland Student

(Written for the Catalogue by

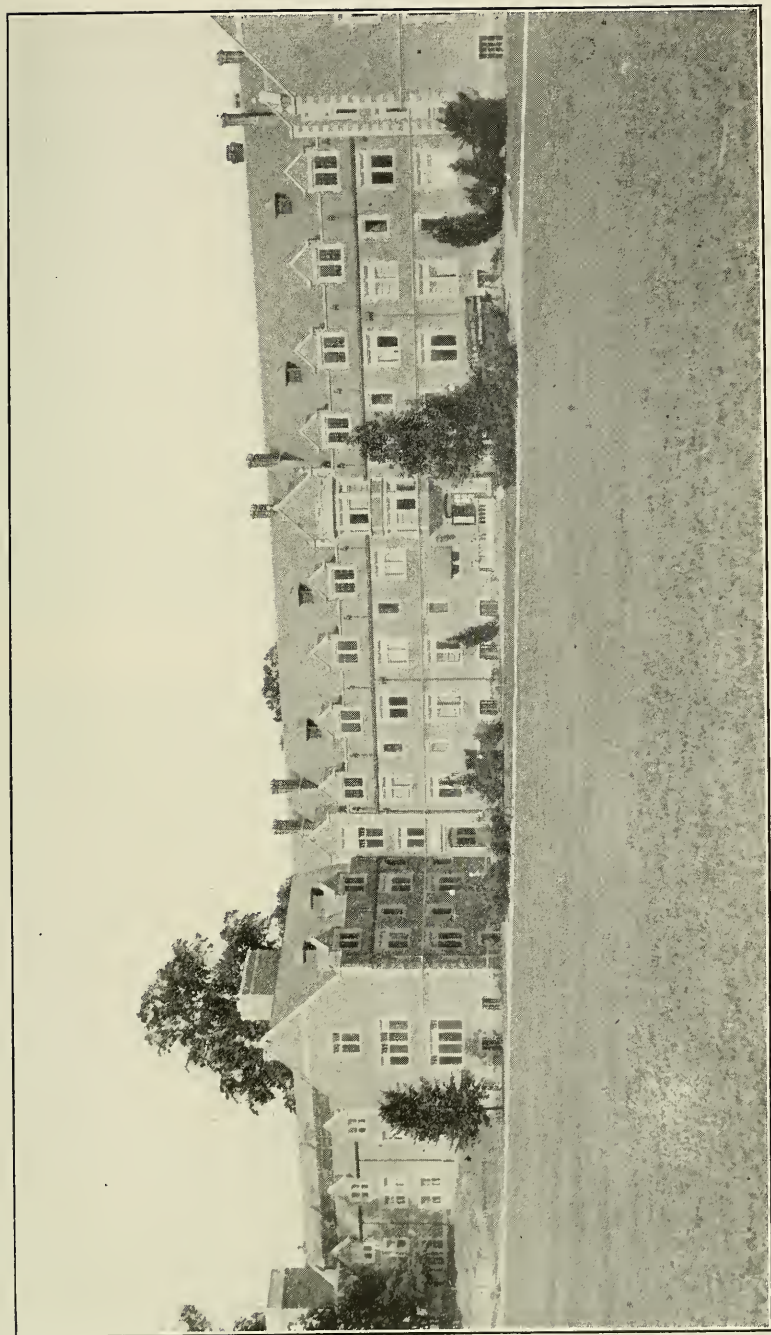
Miss Helen Nicols, President of the Class of 1928.)

In choosing one's vocation or profession, we find that invariably there is the financial problem that must be met and solved. There are four phases to consider in that problem: First, the cost of procuring the professional education; second, the value of that education in the modern educational program; third, the assurance of a position utilizing the education; and fourth, possibilities for advancement in the profession.

The total cost of procuring one's professional education at the Maryland State Normal School is comparatively small. As the school is a State institution, no tuition is charged. The main expenditures required of the non-boarding student are the following:

1. Registration fee per year_____	\$5.00
2. Laboratory fee per year_____	5.00
3. Health fee per year_____	5.00
4. Library Service fee per year_____	5.00
5. Property damage deposit per two years_____	*5.00

* Refunded if not charged with breakage.



RICHMOND HALL

NEWELL HALL

DORMITORY STUDENTS AT THE MARYLAND STATE NORMAL SCHOOL AT TOWSON LIVE IN THESE BUILDINGS



THE FOYER AT NEWELL HALL



THE MAIN WING OF THE DINING HALL

In the college one has to face the book bill every month, but at the Normal School all text books are supplied by the State. However, one cannot depend upon texts only in a teacher training institution, for the wealth of this profession is locked up in many books, so vicarious is the learning involved. Hence the library service fee.

There are, also, several community causes to which the individual is asked to contribute. They are: The class dues ranging from one to two dollars a year; the Athletic Club dues of two dollars per year; there is the school paper, "The Tower Light," which carries a dollar and a half subscription per year; and if you become a member of any other club, a nominal yearly charge is levied.

The total expenditure required in procuring a professional education at the Normal School is surprisingly small when compared with a private college of equal rank and lies within the means of the vast majority.

In most of the colleges and universities of the country, a credit ranging between 55 and 60 points is earned by a student if he successfully completes the first two years of his course. A similar credit ranging from 55 to 60 points is given a Maryland State Normal School graduate by the leading Teachers Colleges in the country. This is true in the Teachers College Department of the Johns Hopkins University, Columbia University, and the University of Maryland.

Anyone desirous of a college degree, but who finds that his financial condition at the time does not permit him to undergo such an expense, may take the two-year course at the Normal School, thus procuring the necessary credits at little expense and allowing him to ultimately reach his goal after he has fulfilled his pledge to teach two years in the State.

A Maryland State Normal School diploma makes a person eligible to teach anywhere in the State of Maryland. By the Charter of Baltimore, 1898, all students desirous of teaching in Baltimore City must take an examination given by the Baltimore School Board and called "The Professionals." In considering the situation in Baltimore one must understand the annual turnover that occurs in the list of teachers employed by the Baltimore City School System. Vacancies occur in that list due to the following reasons: Retirement upon reaching the age limit, impaired health, marriage, and forced resignations due to inefficiency. The list of positions to be filled is growing steadily due to the immense building program under way in Baltimore at the present time. At the time of writing (April, 1927) one hundred and eleven positions have been filled by new appointees in the primary list and one hundred and two in the intermediate list—since last June. At one time, conditions were such that the supply of teachers exceeded the demand; that is not the case today, however, and the authorities have every reason to believe that unless many more people come into the profession, the former conditions will be reversed in a few years' time.

The salary of a new appointee in the Baltimore City Schools is twelve hundred dollars for the first year. A raise of one hundred dol-

lars is added annually, the maximum being \$1,800 for the ordinary teacher. However, the salaries of those teachers who take courses offered by the Johns Hopkins University may exceed that. The State minimum is \$950 but several counties pay more and Baltimore County pays \$1,200 to a beginning teacher just as Baltimore City does. There is a great demand for persons possessing executive ability. Such persons are needed for principals, supervisors, or teachers of special classes.

Surely then, we can say that a Maryland State Normal School graduate procures his education at little cost; his diploma is equivalent to a two-year course in college in the modern educational program; a position utilizing his professional education is practically assured; and due to the opportunities for advancement in the field, he can become a success financially.

Opportunities Within the State

The State law for 1922 raised the minimum beginning salary for elementary school teachers from \$800 to \$950 for a normal school graduate or a teacher with a first-grade certificate, with a bonus of \$100 additional for graduates in charge of one or two-teacher rural schools. The counties vary in the minimum for beginning teachers—from \$950 to \$1,200. At present the beginning salary in Baltimore City and Baltimore County is \$1,200. Positions at the top are open to gifted and experienced teachers, as principals, as helping teachers, as supervisors, and as county superintendents.

The Towson Normal School graduates of June, 1927, numbering 356 (207 from the counties, 146 from Baltimore City, and three from out of the State), have been located as follows: Of the graduates from the counties 36 per cent. were placed in one-teacher schools; 19 per cent. in two-teacher schools and 44 per cent. in graded schools. About 84 per cent. returned to teach in their home counties. The supply for the county vacancies is still not large enough to meet the demand. Of the graduates from the city, by January, 99 were placed in the city schools and 16 accepted county appointments.

However there were one hundred and fifty more vacancies to be filled than the total number of the graduates of all three State Normal Schools combined. This means a shortage in enrollment and not a surplus.

HISTORY

The Maryland State Normal School at Towson, the oldest and the largest institution in the State of Maryland for the training of elementary school teachers, was created by the Legislature of 1865, and opened on January 15, 1866. It was for a long time Maryland's only institution exclusively devoted to the preparation of teachers for public schools. The old Normal School building, which housed the school on Lafayette Square, in Baltimore, from 1876 until 1915, is gratefully remembered by hundreds of Maryland teachers, and it still stands as one of the most interesting landmarks in the history of public education in Maryland.

In June, 1924, by an arrangement of the Baltimore City School Board with the State Board of Education, the Training School for Teachers in Baltimore City was closed and plans were effected so that all the senior students of the Teachers Training School would finish their required second year at the State Normal School at Towson and all new city students from the high schools would henceforth enroll regularly in the State Normal. The enrollment in September, 1924, numbered 510 from Baltimore City and 614 from the counties of the State, a total of 1,124 students. The year 1924-1925, therefore, is an historic milestone in the development of the school, and in teacher training particularly.

LOCATION AT TOWSON

In the Autumn of 1915 the school was moved into splendid new quarters in South Towson, in Baltimore County, where, under the supervision of the Maryland State Normal School Building Commission, the State made an educational investment of more than \$840,000. This location is ideal. The grounds, 88 acres in extent, comprise beautiful lawns, athletic fields, woodland, residence halls, and truck gardens contributing to the support of the residence halls. There is abundant opportunity for healthful outdoor recreation, for connecting up school instruction with field study of the real things of nature, and for gaining practical knowledge and experience from the various regular and extra-school activities of the institution.

Though entirely removed from Baltimore, the school is near enough to Maryland's great city to permit of trolley trips to Baltimore for visits to the art galleries, for attendance upon concerts and lectures, and for other cultural purposes. From time to time, also, on Saturdays and holidays, boarding students may conveniently meet their parents for a day together in Baltimore. Moreover, the mail, express and other conveniences of Towson are immediately at hand; and the schools of Baltimore (for the city students), and the county schools at Timonium, Baynesville, Ridge, Belair, Linthicum Heights, and other nearby places (for the county students), afford opportunities to visit typical urban, suburban and rural schools, and to develop practice teaching under normal conditions.

BUILDINGS

The main buildings are the Administration Building, Newell Hall, Richmond Hall, the Cottage, and the Power House.

Administration Building

The Administration Building contains the executive offices, reception rooms, auditorium, lecture rooms, classrooms, laboratories, the library, and the cafeteria and dining room for the accommodation of day students. In this building also is located the Elementary School that serves as the laboratory school for demonstration, observation and practice work, it being a regular kindergarten and seven-grade suburban school for children living in the Towson district immediately surrounding the school, and for children from Baltimore City in the proximity of the school.

The Library

The main floor of the North wing of the Administration Building is devoted to library purposes, with an office and two large reading rooms containing nearly 27,000 volumes. Of this number, approximately 7,000 are charged out as texts for the term, and 20,000 are maintained for reference and reading through the day, and circulated for overnight use.

The reference collections of standard encyclopaedias are to be found in both rooms, and the selected group of current periodicals is arranged with late numbers in the Main Room and reference files in the Annex.

Our larger school (September, 1924) set a greatly increased standard in books and equipment for us to reach, and the school has made, also, a stupendous effort during the past four years to meet national standards for teacher training institutions of our present size. In the Annex, a mezzanine floor and gallery with shelving to hold 10,000 volumes has been erected. Notable additions have been made in the collections for teaching reading, geography, history, hygiene and industrial arts.

A small but carefully chosen fiction collection is maintained for purposes of recreation, literary reference and formation of reading habits; and our magazine list includes all the "Quality Group," plus the best educational and current event titles.

Practice in the use of the library is assured by assignments from all departments covering required work, supplementary reading and the use of periodicals and indexes.

By arrangement with the elementary school, library reading or story-telling periods are conducted for each grade. Students have the privilege of observation and occasional participation in these story-telling groups. In the winter of 1926 an elementary school room was fitted up as a library for children—"their very own library"—and their parents have generously contributed money for the purchase of books.

THE BOOK SHOP

Under the management of the school there is run a Book Shop for the convenience of the students, where such materials as notebooks, pencils, paper, mimeographed outlines of courses, books, stationery, post-cards, and souvenirs are sold. The Book Shop assists the successive classes in handling their class pins and class rings, and is available for service to the students generally.

LIVING ACCOMMODATIONS

Newell Hall

Newell Hall, the main dormitory, is constructed on a plan affording room and bath facilities quite superior to those ordinarily found in even the best of the private boarding schools and colleges. The unit of the plan, fully carried out on the first two floors, is a pair of rooms with

commodious bath between them. Rooms accommodate two or three students. The third floor has the common dormitory arrangement of group baths at the two ends of the corridor. Newell Hall will house two hundred and eighty students.

The Infirmary and Health Service

In Newell Hall a suite of five rooms, four for the women students and one for the men, at the extreme southeast end of the main corridor of the building, where there is much privacy and sunlight, is set aside for infirmary purposes, and here, any student taken sick may be cared for, if necessary, away from all other students. There is a special diet kitchen for the infirmary service; and there are a full-time physician and a trained nurse in residence.

Richmond Hall

Richmond Hall, named after the former principal, Sarah E. Richmond, beloved and honored by all the Alumni for her long connection of fifty-five years with the school, adjoins Newell Hall. It was completed September, 1924. This Hall accommodates 130 students in comfortable rooms, most of which are for two students. There are a few single rooms, and sleeping porch accommodations for sixteen students. The new social room on the first floor provides a restful and homelike place where students may enjoy their leisure time or receive their friends.

The Cottage

The Cottage, a residential building on the grounds, was fitted out as a dormitory in the fall of 1925 for fourteen students and a faculty adviser. Here a homogeneous group can be housed and have all the advantages of dormitory life while retaining the charming home atmosphere that can be maintained best by a small group living together with common interests and aims. All women students now live within the dormitories on the campus.

The Dining Room

The present dining room in Newell Hall has been enlarged by the addition of two attractive wings. These allow for the seating of 550 students where before only 180 were accommodated at a sitting. Luncheon is served cafeteria style, but breakfast and dinner are service meals when all are seated. In this way the courtesies of table conduct and social life become a part of the regular student life.

The Out-of-Dormitory Accommodations for Men

There is no campus dormitory for men. But the citizens in Towson have generously opened their homes, and as a result students are placed in most comfortable boarding houses. This arrangement is followed in all college towns where enrollment exceeds dormitory capacity. A list of

available rooms is furnished to parents upon request, and the Towson boarding students will assume responsibility for renting and paying for rooms during the school year. Such students, living in Towson homes, pay \$72 per year to the school for meals and laundry and approximately \$3 a week to the Towson hostess. It costs about \$12 more to room in Towson than in the dormitory because the hostesses must be paid for their rooms during the Christmas and Easter holiday periods.

Dormitory Policy for Entrance and Withdrawal of Baltimore City Students 1928-1929

City students living at a distance which necessitates the taking of three cars to reach the school, after approval by the State Board of Education, may reserve rooms in Towson or in the dormitory, if rooms are available there. If rooms are available in the dormitory, they must be filled first.

City students assigned to rooms in Towson in September will be transferred to the dormitory if any vacancies occur there before October 1.

City students who enter the dormitory or take rooms in Towson will be expected to remain for the entire school year and not change their status to that of day students at the end of any term. Only City Seniors in practice may transfer to their homes during the term of teaching.

Dormitory Policy for County Boarding Students

County students who have reserved a room and have entered the dormitory must hold their reservations for the year unless withdrawing because of weak scholarship or ill health. They may not withdraw to become day students, except for change of residence.

County or city students entering the dormitory after October 1, will be expected to remain for the entire school year.

Supervision of Resident Students

(The term, "Resident Student" includes all dormitory and Towson boarding students).

The regular hours of the school day are from 9.00 A.M. to 4.00 P.M.; and day students upon completing, each day, any assignment they may have after 3.00 P.M. are free to leave for their homes, and the school is held for no further responsibility toward them.

Day students are expected to abide by the rule that they will not accept automobile rides with strangers en route to and from the school.

Over the resident students, the instructors, the officers of the dormitories and the hostesses in the Towson boarding homes exercise the customary residence hall supervision and guidance, so that parents may feel assured that their daughters and sons are in the hands of careful, responsible and experienced institutional directors. To this end the

hours of the day outside of school hours are systematically arranged in a program of recreation and study or other appropriate duties, efforts being made to have every student interested to a proper extent in recreation and social activities as the needful supplement to study and recitation.

Because these social and recreative activities among students themselves, added to the serious program of studies assigned each class, are considered sufficient to occupy the whole time of everyone in the dormitories, visits of outside persons are not encouraged on school days or nights. Visitors are, however, received on Friday evenings and Sunday afternoons; but students must register their visitors, so that, whenever it seems desirable, parents may be informed of the guests their sons and daughters are entertaining.

A printed form concerning week-end privileges is filled out by the parents. *Parents are earnestly requested not to ask for week-end home privileges for their sons and daughters oftener than once a month.*

Social functions, such as class entertainments, teas, receptions and dances, are planned for all students under faculty chaperonage as a valuable means of promoting the education of the students in their social life, a very necessary element in the future teacher's equipment.

Attention to the religious interest of the students is given in the form of regular, but voluntary, chapel exercises in the school and Sunday vesper services in the dormitory. Cordial co-operation is sought between the school and the ministers of the various churches in Towson and Baltimore, so as to encourage the boarding students to attend regularly the church and Sunday school service of their choice.

There is an active Y. W. C. A. organization among the students.

The dormitory is managed partly through a student government organization which is an interesting development of the last five years.

COST AND DORMITORY REQUIREMENTS

For Boarding Students

To encourage capable and ambitious young women and men to enter the profession of teaching and devote some years, if not a life time to service in public schools, the State offers all the advantages of the splendid Towson plant, free of any tuition fee. All students who now enter are classed as scholarship students, since any worthy Maryland student, duly certified through scholarship and character as prepared to undertake Normal School work, may obtain admission to the school simply by agreeing to the obligation to teach in the public schools of Maryland for at least two years after graduation. The entrance requirement is 15 points of high school credit and an average of scholarship of college grade plus the recommendation of the principal. Any other student not so qualified may request admission; he will then be submitted to an examination; if he passes the examination he will be admitted on probation.

Dormitory students admitted to rooms in the residence halls are given room, board and laundry, and personal care at the rate of only \$5.00 per week. This charge for the scholastic year of 36 weeks amounts to \$180.00, payable in two equal installments in advance, \$90.00 on the opening day in September and \$90.00 on February 1. In addition to this, four fees, to be paid every year, are required: A \$5.00 registration fee, a \$5.00 laboratory fee, a \$5.00 health fee, and a \$5.00 library service fee. A \$5.00 breakage fee also is deposited by each student but this fee is refunded when the student completes the course if no breakage is charged against the student.

Health Fee

The \$5.00 health fee is really a health insurance expedient, for by this fee the health of the student will be carefully safeguarded. In order to discover remediable, as well as serious physical defects, every student is given a thorough physical examination upon entrance and parents are notified about the results of these examinations. A second thorough examination is given during the Senior Year. A student is expected to correct defects within seven months after entering the school. We aim to produce healthy bodies as well as trained minds. A physician and a trained nurse are regularly employed as full-time members of the staff, and doctors' bills for petty ailments are met out of this fund. If, however, a student is ill enough to be sent to a hospital, to need X-Ray or special treatments, the school does not assume responsibility for such expenses. All contagious disease cases are sent immediately to Sydenham Hospital or the Johns Hopkins Hospital, after parents have been consulted.

Library Service Fee

During the past four years, the service of the library has quadrupled. It affords to students not only a storehouse of books, but a laboratory of tools and equipment for teaching and working out their special problems. A unique library service such as this school offers, dealing with books, magazines, pamphlets, pictures, illustrative material, and music records, requires special aid and equipment. Accordingly, a fee for library service, somewhat of the nature of a laboratory fee, is being charged to each student. Text books are furnished free.

Breakage Fee

A breakage or property deposit of \$5.00 is required of all students. This will be refunded at the close of the two-year course if the student has not broken or destroyed any of the school or dormitory furniture or furnishings.

Room Reservation Fee

A room reservation fee of \$10.00 is required each year of all applicants who desire to board at the school. This fee is deducted from the fixed charges upon entrance.



THE OFFICERS OF THE STUDENT COUNCIL



THE RURAL CLUB



MEN'S TENNIS TEAM, 1927-1928



THE STUDENT ORCHESTRA

Cost for Day Students

Day students will pay only the four fees: registration, laboratory, library service, and health. They will deposit the breakage fee, which will be refunded at the end of their two years' stay, just as is done in the case of the boarding students, if no damages are charged to the student.

Day students can obtain wholesome hot lunches in the school cafeteria at a very low charge.

Cost and Boarding for Out-of-State Students

Students residing out of the State of Maryland may enter the Normal School upon presentation of their required high school credits and receive free tuition provided they pledge to teach two years in the State after graduating from the school. It is, however, necessary that a bond be furnished to the amount of \$600.00, which will be returned when the pledge to teach the two years has been fulfilled. This \$600.00 represents the difference between the amount the student pays and the actual cost per student and assures the State that it will not lose in case the pledge is broken. The Fidelity Bonding Company attends to this matter for the school, and for its services the student pays \$10.00 a year for four years—the two years the student attends the school and the two years he or she teaches in the State of Maryland. The \$600.00 does not necessarily have to be paid in cash, but the security offered must be negotiable. No real estate collateral is accepted. This bond must be arranged for before the end of the first week of school, and Mr. Ernest C. Hatch, agent for the Fidelity Bonding Company, Towson, Maryland, will be glad to furnish any further information that may be desired.

Special Music Instruction

Individual music instruction, if desired, can be arranged for at the school. For this instruction there are special rates according to the instrument and the size of the group. There may be group instruction and individual instruction. Individual instruction is more expensive than group instruction.

Personal Expenses

There are, of course, other expenses incident to college life: Class dues (from \$1.00 to \$2.00 each year), Athletic Association dues (\$2.00), Literary Society dues, club dues, etc. A regular allowance should be provided by the parents for these and other personal needs, the minimum amount to be not less than \$1.00 a week or, preferably, \$50.00 for the year.

Students' Library

As a part of his professional equipment before receiving his diploma, each student will be required to present to the faculty committee on student libraries a group of professional books which he has purchased as aids to teaching. The school, through its faculty, will prepare lists of the latest and best books on each subject to aid students in making

their choices. Books which are purchased through the school may be bought at a substantial discount from the list price. A minimum amount to be expended on such book purchases is tentatively set at \$10.

What to Bring With You

Every student must furnish for personal use: towels; toilet soaps; bureau scarfs; a quilted pad for the bed, size 72 in. by 30 in. (these can be purchased in the School Book Shop); *one pair of blankets*. Each student should also bring two laundry bags, two tumblers, two spoons, and six table napkins.

The required uniform for athletics is: Two all-white middy blouses, a black tie, a pair of black or dark blue bloomers, black stockings (not silk but lisle or cotton) and white tennis shoes (sneakers). Knickers may not be worn for athletic work. Each student must be provided with shoes and rubbers or high arctics so as to be properly protected for bad weather. Bloomers must not be worn in any classrooms other than in the gymnasium.

Each student will be furnished with one new electric bulb for the room at the beginning of the year—these must be replaced when burned out. No electric stoves, curlers or electrical appliances, except student lamps of standard make, are permitted. Gas-jets on each dormitory floor are provided for the heating of curling irons and a self-service hair dressing room and a students' laundry are fully and conveniently equipped, and located on the lower floor of Newell Hall. No cooking is allowed in students' rooms. Neither is laundering allowed in rooms—it must be done in the students' laundry. A charge of \$1.00 is made to all boarding students for the use of this laundry.

Women students are allowed the following pieces of laundry each week: 2 sets of underwear; 2 brassiers; 2 slips; 1 middy blouse; 2 gowns; 3 towels; 1 wash cloth; 2 table napkins. Stockings and handkerchiefs will not be laundered in the main laundry. No substitutions may be made in this list.

The following is the list of the laundry allowed to men students per week: 2 pieces of underwear; 2 pairs of socks; 6 handkerchiefs; 3 towels; 3 shirts; 6 soft collars; 2 pairs of pajamas; 1 wash cloth.

All extra laundry must be paid for at commercial rates.

Woven laundry markers of a standard make, with student's name, must be attached to all articles. These may be purchased from any department store. All students are responsible for securing these and attaching them to their garments before coming to the school.

Men students wear their coats for all classroom recitations and in the dining room; sweaters may be worn only on the athletic field and campus and in the men's own rooms, except that on Saturday morning sweaters are permitted in the dining room.

What Not to Bring With You

No boarding student will be permitted to house a personally owned automobile on the campus or in Towson for his or her permanent use.

LOAN SCHOLARSHIPS

"Borrowing for an Education is a Good Investment."

There are a number of loan scholarships which are available to students whose credentials are satisfactory. The Sarah E. Richmond Loan Scholarship Fund was established by the Alumni of the school in memory of Sarah E. Richmond, for 55 years connected with the school as student, teacher, principal, and dean of women. The Reese Arnold Memorial Loan Scholarship, the Lillian Jackson Memorial Loan Scholarship, and the Esther Sheel Memorial Loan Scholarship (class of 1927) were established by the students of the school in memory of classmates who died. The Normal Loan Scholarship and the Pestalozzi Loan Scholarship were established by the Normal and Pestalozzi Societies, and the Class of 1925 Loan Scholarship was a gift from the Senior Class of that year. The Carpenter Memorial Loan Scholarships, preferably for men, were established by Mrs. John Carpenter, of Wellsville, New York, in honor of her husband who was greatly interested in teacher-training.

A student requesting a loan from any of the scholarship funds should apply for an application form. It will be necessary for such an applicant to show evidence that the loan is a real necessity in order that he or she may become a student of the school. In addition to certain letters of recommendation which must be filed with the application form, the scholastic standing of the student in high school is also given careful consideration. The loans are made at 6% interest and repaid in two installments after graduation and during the first two years of teaching experience.

The funds are as follows:

Name	Amount	When Available
1. The Sarah E. Richmond Loan Fund_____	_____	1927-1928
2. The Lillian Jackson Memorial Loan Fund_____	\$50.00	1927-1928
3. The Carpenter Memorial Loan Fund_____	402.00	1927-1928
4. Class of 1925 Loan Fund_____	90.00	1927-1928
5. The Reese Arnold Memorial Loan Fund_____	100.00	Sept. 1928
6. The Martha Richmond Junior Loan Fund_____	180.00	Sept. 1929
7. The Normal Literary Society Loan Fund (Class of 1925)_____	100.00	Sept. 1929
8. Pestalozzi Loan Fund (Class of 1926)_____	100.00	1927-1928
9. General Scholarship Fund_____	175.00	Sept. 1929
10. Esther Sheel Memorial Loan Fund_____	500.00	Sept. 1929

SUMMARY OF FEES

Registration fee (required of all students)_____	\$5.00 per year
Laboratory fee (required of all students)_____	\$5.00 per year
Health fee (required of all students)_____	\$5.00 per year
Library Service fee (required of all students)_____	\$5.00 per year
Piano, other instruments or vocal instruction_____	Fee named upon request
Practice fee for use of piano (for special music student)___	\$10.00 per year
Students' Laundry fee_____	\$1.00
Board in the Dormitories_____	\$180.00 per year

Rooms in Towson (students rooming in the town pay \$72.00 to the school for meals and laundry and \$3.00 per week for room in a Towson home.)

Property-damage deposit, to be refunded at end of Senior year if no breakage is charged to the student (required of all students) ----- \$5.00 per year

REFUNDS

As a basis for making refunds to students who withdraw, the following plan will be effective beginning September, 1927:

Day Students

1. Day students who withdraw between the opening of school and October 1, shall have refunded all fees except the registration fee.
2. Day students who withdraw *on their own or guardian's initiative after October 1*, shall receive no refund of fees.
3. Day students who withdraw *at the request of the school after October 1*, shall receive no refund of fees.

Resident Students

1. Resident students who withdraw *before October 1*, shall have refunded all fees except the registration fee; and shall have refunded also the amount paid for board; minus the board for one more week than the number of weeks actually spent in the school.
2. Resident students who withdraw *on their own or guardian's initiative after October 1*, shall receive no refund of fees, and will be charged for board by terms, i.e., either for one term, or two terms, or three terms, according to the time of withdrawal. Fractions of a term will, therefore, be counted as full terms.
3. Resident students who withdraw *at the request of the school after October 1*, shall be refunded the amount paid for board, minus the board for one more week than the number of weeks actually spent in the school.

APPLICATIONS FOR ADMISSION

Blank applications for admission will be furnished upon request. Such blanks should be filled out and sent to the school well in advance of the student's coming, so that the reply from the school can inform the student as to the entrance requirements and the assigned dormitory reservation. If, after a boarding student has been given a room assignment in one of the resident halls, or in the Town of Towson, circumstances arise to prevent the student from attending Normal, that fact should be immediately communicated to the school, so that the room reservation thus surrendered may be available for another student. A room deposit of ten dollars (\$10.00) is required. This amount is deducted from the fixed charges upon registration or returned to the student if the student cancels his reservation before September first.

Age at Entrance

The following ruling, known as By-Law 49, was passed by the State Board of Education at a meeting in September, 1925:

"No student shall be admitted to the Junior Class in any Maryland State Normal School who will not be 16 years of age by the following December 31."

Status of Married Women Who Request Admission

The State Board of Education, at a meeting in the Spring of 1928, indicated that married women who have not been employed as regular teachers should not be permitted to enter the State Normal Schools without special permission from the Board.

Additional Information

Additional information and answers to particular questions that students or parents may wish to ask will be gladly furnished.

Address: LIDA LEE TALL, *Principal*,

The Maryland State Normal School at Towson,
Towson (Suburb of Baltimore), Maryland.

PROFESSIONAL INFORMATION

Admission and Classification

A new note in the history of the school was reached in September, 1921, when the school accepted only graduates from an approved high school course, thereby eliminating the teaching of high school work at the Normal School. Two years of college credit are granted the present course by leading universities and teachers' colleges. The two-year course here thus leads to the B. S. degree in education yet the cost of a four-year college education is considerably less when the first two years are completed at the Normal School.

Another advance was made in 1927 when the Legislature passed a bill requiring that all applicants to State aided institutions in Maryland must secure the recommendation of the high school principal. The scholarship standard set by the State Board of Education for this recommendation is a record in the last two years of high school of not less than sixty per cent. (60%) "A" and "B" grades and forty per cent. (40%) "C" grades. Applicants who do not secure this record and hence are not recommended, may be admitted on probation after an entrance examination.

The First Year or Junior Class students must, therefore, be graduates of approved four-year high schools and all applications must bear the recommendation of the high school principal.

The Second Year or Senior Class students are regularly promoted from the Junior Class; or are advanced students from other normal schools, teachers of experience, or college graduates, admitted directly to senior rank upon evidence that they have secured elsewhere the equivalent of the junior work.

STATE TEACHERS' CERTIFICATES

Upon receiving the diploma of graduation from the two year curriculum of the Maryland State Normal Schools, the graduate is immediately awarded the State elementary school teacher's certificate of the first grade. This certificate is valid for service in any school in the counties of the State for three years, and it is renewable upon evidence of successful experience and professional spirit.

The graduates registered from Baltimore City also are entitled to receive the State's elementary school teacher's certificate of the first grade; and in addition, must take the city professional examinations which admit them to teach in the elementary grades of the Baltimore City School System. This plan is a part of the City Charter and dates back to 1898.

COLLEGE CREDITS

Graduates of the two-year Normal Course, based as it is upon fifteen points of high school credit and the principal's recommendation that the student is of college grade, will, when matriculating for the B. S. Degree in Education, be given credit by the leading Teachers' Colleges in the country—Johns Hopkins University, Columbia University, the University of Maryland, etc. In all such cases the university requires the right to examine the record of the student, and will grant full credit if the record for scholastic attainment is an acceptable one.

GRADING

A modified form of the Missouri marking system is used. The grades are designated by the following symbols: A, B, C+, C, C—, D, F. "D" grade is the lowest passing mark, yet is considered unsatisfactory, and "F" is a failure, which means a complete take-over of the course so marked.

Any student receiving more than two failures during any one term will be dropped from the school, and any student adding a failure to two failures made during a preceding term may be required to attend the school longer than two years to complete the course.

REGULATIONS REGARDING ABSENCES AND TARDINESSES

Students are asked to familiarize themselves promptly with the rules of this school regarding attendance and punctuality.

Tardiness:

1. Entering classroom after ringing of final bell.
2. Failure to turn in excuses promptly.

Absence:

1. Absence from the school for a day or more.
2. Absence from one or more classes or from assembly on days when the student is present in the school.

Note: This type of absence is not to be tolerated. Self-excuse in this case must be accompanied by a personal note from the principal or the school physician.

3. Absence due to prolonged illness. (In such cases the school must be notified as soon as possible.)

Note: Absence immediately preceding a holiday or absences or tardinesses immediately following a holiday will count doubly against the student's record.

At a prominent place in the Registrar's office may be found excuse blanks for absences and tardinesses. Students who have been absent or tardy according to the above classifications must obtain a *proper form* and state clearly the reason for such absence or tardiness thereon. Failure to turn in excuses *promptly* at the Registrar's office may constitute one or two additional tardinesses, depending upon the degree of the delayed excuse. ("Promptly" means, in the cases of *absence*, the day of returning to the school; in the case of *tardiness*, the day on which the tardiness occurs.)

Students whose records begin to show poor attendance or lack of punctuality will be promptly warned by the Registrar that no further absence or tardiness may occur. Failure to heed this warning will constitute a serious breach of school discipline and will be dealt with seriously by the Scholarship Committee of the Faculty.

THE CURRICULA OFFERED

The dominant aim of the Maryland State Normal School is the preparation of teachers for the elementary schools of the public school system. To this end the following principles indicate the general plan upon which the course of study is based:

1. The definite field work of this school is the training of teachers for the elementary schools. To graduate as a teacher for the elementary schools indicates a high professional and academic outlook as well as ability for social and civic leadership.

2. Courses are so planned as to make a definite contribution to the training of teachers in a way that will lead on to recognition for college credit in the leading Teachers' Colleges of the country.

3. The objective of all the courses is *participation* in the actual work of teaching.

4. The course provides for differentiated curricula leading to specialization in grade and rural positions. These differentiated courses follow phases of participation throughout the Junior year.

5. There are four types of courses: First, informational courses which aim to make students intelligent toward their environment. In these courses, though the emphasis is placed upon subject-matter, the application to the practical work of teaching is not neglected. Second,

there are courses in which emphasis is laid upon the principles underlying the teaching of special subjects, and in these rich and varied subject-matter is also offered. Third, there are courses in the general field of education. Fourth, there is practice teaching, which is the laboratory work of the student teacher.

The Curricula are differentiated into three courses, all leading to the regular diploma of graduation from the Maryland State Normal School at Towson, which secures the State elementary school teacher's certificate of the first grade. An essential feature of each curriculum is the division of the school year into three terms, the first or Autumn term, the second or Winter term, and the third or Spring term; and the organization of the work so that every student has (1) a twelve weeks' course in Introduction to Teaching, which is given to all entering students during their first term, as a survey course which discloses to them what the profession of teaching really is; (2) a twelve weeks' course in participation given during the second or third term in the Junior year; and (3) a twelve weeks' course in student teaching in the Senior year. One-third of the Senior Class each term will be assigned to intensive teaching in the 40 Training Centers provided through the courtesy and co-operation of the Baltimore City Board of Education, the Baltimore County Board of Education, the Harford County Board of Education and the Anne Arundel County Board of Education. The three courses offered are:

The Rural School Curriculum;

The Curriculum for Kindergarten and Primary Grades;

The Curriculum for the Intermediate Grades.

THE CURRICULUM

JUNIOR YEAR

Subjects:	TERM I.	Periods Per Week	Subjects:	TERM II.	Periods Per Week
Teaching I (Introduction to Teaching)	3		*Teaching II.....	3	
Ed. Psychology I.....	2		Ed. Psychology II.....	2	
Biology or Elementary Science.....	4		English II.....	2	
English I.....	3		Geography I.....	3	
History I.....	3		Health Education II.....	2	
Art I.....	3		Mathematics I.....	3	
Athletics	2		Art II.....	2	
Music I.....	2		Music II.....	2	
			Athletics	2	
		22			21

Subjects:	TERM III.	Periods Per Week
Ed. Psychology III.....	2	
Ed. Measurements.....	2	
English III.....	3	
Geography II.....	3	
Health Education I.....	3	
History II.....	2	
Music III.....	2	
Penmanship	2	
Athletics	2	
		21

* Teaching II is also known as Junior Participation. Here the student has opportunities to practice in both primary and intermediate grades in order to decide upon his or her real aptitude for teaching children.

Note: There is practically no differentiation in the Junior year for either Baltimore City or the county students except in the third term, when groups of students are selected for the first term of the Senior year to be prepared for their Teaching III experience (Senior practice term).

Schedule for Juniors who are to teach the *first* term of the Senior year:

Intermediate Course			Kindergarten-Primary Course		
Subjects:	TERM III.	Periods Per Week	Subjects:	TERM III.	Periods Per Week
Ed. Psychology III.....	2		Ed. Psychology III.....	2	
Ed. Measurements.....	2		Ed. Measurements.....	2	
English V.....	3		K.-P. Education.....	4	
Health Education I.....	3		English V.....	3	
History II.....	2		Health Education I.....	3	
Mathematics II.....	3		History II.....	2	
Music III.....	2		Music III.....	2	
Penmanship	2		Penmanship	2	
Athletics	2		Athletics	2	
		21			22

SENIOR YEAR

Kindergarten-Primary Course

TERM I.		TERM III.	
Subjects:	Periods Per Week	Subjects:	Periods Per Week
*English V.	3	Hist. and Prin. of Ed.	3
Health Education III.	3	English IV.	3
History III.	3	Geography III.	3
Mathematics II.	3	History IV.	3
*K.-P. Education.	4	Music IV.	3
Athletics	2	Physical Education.	3
	18	Athletics	2
			20

TERM II.

Teaching and Conferences

Intermediate Course

TERM I.		TERM III.	
Subjects:	Periods Per Week	Subjects:	Periods Per Week
*English V.	3	Hist. and Prin. of Ed.	3
Health Education III.	3	English IV.	3
History III.	3	Geography III.	3
*Mathematics II.	4	History IV.	3
Arts III.	3	Music IV.	3
Athletics	2	Physical Education.	3
	18	Athletics	2
			20

TERM II.

Teaching and Conferences

Rural Course

TERM I.		TERM III.	
Subjects:	Periods Per Week	Subjects:	Periods Per Week
†English V.	3	Hist. and Prin. of Ed.	3
Health Education III.	3	English IV.	3
History III.	3	Geography III.	3
†Mathematics II.	4	History IV.	3
Arts III.	3	Music IV.	3
Rural Life.	2	Physical Education.	3
Athletics	2	Athletics	2
	20		20

TERM II.

Teaching and Conferences.

* Students who have taught the first term take English III in place of English V and Geography II, or another subject, in place of Kindergarten-Primary Education.

† Students who have taught the first term take English III in place of English V and Geography II, or another subject, in place of Mathematics II.

COURSES OFFERED

Arithmetic

Arithmetic I—Junior Year-----MISS ORCUTT
3 hours per week for 12 weeks.

This course deals with the professionalized subject matter of the fundamental processes of whole numbers, common fractions and decimals. Special emphasis is laid upon the gradation of steps—the learning of the processes, the mental activities involved, approved methods of teaching, common errors and remedial work. Demonstrations and a study of recent text books are included.

A few moments each day is given to the working of practice exercises or tests to improve skills in computation, and to give a basis for the diagnosis of individual difficulties and plans for remedial work.

References most frequently used:

- Overman: A course in Arithmetic for Teachers and Teacher Training Classes, Lyons and Carnahan.
Overman: Principles and Methods of Teaching Arithmetic, Lyons and Carnahan.
Hillegas: Teaching Number Fundamentals, J. B. Lippincott.
Stone: How to Teach Primary Numbers, Benj. H. Sanborn.
Roantree and Taylor: An Arithmetic for Teachers, Macmillan.
Thorndike: The New Methods in Arithmetic, Rand MacNally.
Thorndike: The Psychology of Arithmetic, Macmillan.
Schorling-Clark: Practice Teaching, The Gazette Press, Yonkers, N. Y.
Maryland School Bulletin, Vol. VII, No. 3, Arithmetic Goals, State Department of Education.
Recent arithmetic text books.

Arithmetic II—Senior Year—Kindergarten-Primary, {MISS SCARBOROUGH
Baltimore City Students-----}MISS ORCUTT
3 hours per week for 12 weeks.

This course builds upon Arithmetic I. It considers the organization, for teaching purposes, of units of work for the primary grades. It also deals with such topics as the interpretation of courses of study, problem solving, the psychology of arithmetic, studies and experiments in arithmetic, standardized tests. Considerable attention is given to the presentation of the social-economic phases of percentage, banking, thrift, buying on installment plan, investments, insurance, taxes.

Provision is made through exercises and tests for keeping alive skills in computation. Demonstration lessons are observed and discussed.

References: See Arithmetic I
and

- Stone: Teaching of Arithmetic, Benj. H. Sanborn.
Boswell and Judd: A Summary of Educational Investigations Relating to Arithmetic, The University of Chicago.
Baltimore City Course of Study for Kindergarten and Primary Grades.
Maryland School Bulletin, Vol. VII, No. 3, Arithmetic Goals, State Department of Education.

Arithmetic II—Senior Year—Primary Grades— {MISS SCARBOROUGH
County Students----- {MISS ORCUTT

3 hours per week for 12 weeks.

The same general treatment is given in this course as in Arithmetic II, Kindergarten-Primary. Differentiation is made, however, in the teaching material from the standpoint of the rural community and its activities.

References: as above
 and

The Baltimore County Course of Study in Arithmetic.

Arithmetic II—Senior Year—Intermediate Grades—
City and County Students-----MISS SCARBOROUGH

4 hours per week for 12 weeks.

This course presupposes Arithmetic I and considers the organization, for teaching purposes, of units of work for the intermediate grades. It deals with the professionalized subject matter of percentage and its applications, banking, investments, including stocks and bonds and building loan associations, taxes, insurance, buying on the installment plan, problem solving, psychology of arithmetic tests and experiments.

Demonstration lessons are observed and discussed. Both city and county classes are given practice in interpreting their respective courses of study. Provision is made for keeping alive skills in computation.

Reference: As above
 and

Recent text books for Intermediate Grades.

Courses of Study.

Educational Journals.

Osburn: Corrective Arithmetic, Houghton, Mifflin.

Arithmetic II—Senior Year—Rural-----MISS SCARBOROUGH

4 hours per week for 12 weeks.

The subject matter of this course is in general like Arithmetic II, Intermediate. The presenting and planning of units of work is done from the viewpoint of the one-room school and its environment.

Art

(*Fine Arts, Industrial Arts, and Applied Art.*)

Art I and II—Junior Year----- {MISS WEISEL
 5 hours per week for 12 weeks. {MISS DUNLAVY

This course, which from the industrial art side is a new one to all students coming to the Normal School, has for its purpose: To give students an understanding and appreciation of this industrial age, through a study of the industries concerned with the keeping of records, providing clothing, shelter and utensils, and through a study of the progress the race has made in the use of tools;

To familiarize students with materials and the techniques in their use;

To lead students to see the sociological, physiological and practical needs of including this phase of education in the modern elementary school;

To lead students to appreciate the principles underlying the development of the art sense of the race and the relation of that development to teaching art to children;

To stimulate understanding and appreciation of historic art and modern art movement; to quicken the imagination and develop the power to create; to develop standards for evaluating art work of children; to lead students to judge definite problems on the following bases: Worth-whileness, suitability to physical ability and interest of child, logical placement of problem in curriculum, in relation to other subject matter, practicability of problem for the elementary school as to material and tools needed.

The topics of this course include book binding, book mending, illustrating, poster making, lettering, use of small job press for printing tickets, programs, etc., making and using hectograph, making paper parchment, pastes, making models of historic records, making such necessary tools as mold and deckle, swing frames, book presses, etc., harmonizing of color, line and mass; use and care of color mediums.

Research into the history of ancient and modern record making, excursions to industrial plants such as paper mills, book binders, newspaper plants, museums, libraries, etc.

The clothing unit includes the manufacture of textile fibers from the raw state to the finished product, dyeing, applying designs to fabrics, testing materials, making and dressing character dolls, making costumes for pageants and plays, making tools such as looms, spindle, reels, stencils, etc. The study of the evolution of fabric making, history of dress and visits to factories to see present processes and industrial conditions.

Art III—Senior Year----- {MISS WEISEL
MISS DUNLAVY
3 hours per week for 12 weeks.

A study of Shelter and Utensils is made in the senior year. Laboratory work includes construction problems in wood, such as bookcases, book ends, box furniture, flower boxes, schoolroom equipment, problems in cement, in soft metals and clay, with the making of such tools as children construct and may need for this study. The art problems arising from projects are dealt with in the light of principles taught during the junior year. This unit includes trips to a steel plant and brass foundry, lumber yard, pottery factory, brick plant and retail stores.

Differentiation of courses consists in the selection of problems suitable for the Kindergarten-Primary, Primary, Intermediate and Rural Groups.

References:

- Boas, Belle: Art in the School, Doubleday, Page.
 Bonser and Mossman: Industrial Arts for Elementary Schools, Macmillan.
 Gardner: Art Through the Ages, Harcourt, Brace.
 Knox, R. B.: School Activities and Equipment, Houghton, Mifflin.
 Mathias, E.: The Beginnings of Art in the Public Schools, Charles Scribner's Sons.
 Stanley Rule and Level Company: How to Work with Tools and Wood, Stanley Rule and Level, New Britain, Conn.
 Winslow, L. L.: Elementary Industrial Arts, Macmillan.

Biological Sciences

Biology—Junior Year-----MISS MEDWEDEFF

4 hours per week for 12 weeks.

This course aims to give, first, some fundamental biological ideas concerning the relation of structure to function in organisms, as a basis for the courses in hygiene and psychology; and, second, a knowledge of the development of living things and the laws of heredity that apply to plants, animals and man, as a basis for courses in education.

An attempt is made to carry out the first of these purposes through a study of adaptations of flowering plants for their life activities, and a brief consideration of how these processes are carried on in non-flowering green and non-green plants, and the study of a few invertebrate and vertebrate animal types. The second purpose is pursued through a study of the scientific explanations of organic evolution, the Mendelian laws of heredity and their application to human heredity. Laboratory dissection is supplemented by readings and discussions. Simple experiments are made by students. Some field work is included to familiarize students with the common trees, flowers and insects.

Texts:

- Holmes: General Biology, Harcourt, Brace.
 Smallwood, Revelly and Bailey: Biology for High Schools, Allyn and Bacon.
 Bigelow: Applied Biology, Macmillan.

References most frequently used:

- Conklin: Heredity and Environment, Princeton University Press.
 Newman: Readings in Evolution, Genetics and Eugenics, Univ. of Chicago Press.
 Kellogg: Evolution in Animal Life, Appleton.
 Holmes: Life and Evolution, Harcourt, Brace.
 Thomson: Outline of Science, Putnam.
 Manuals on flowers, trees, insects, and birds.

Elementary Science-----MISS MEDWEDEFF

4 hours per week for 12 weeks.

This course aims to give students the necessary knowledge of plant and animal life and such simple effects of physical and chemical science as can be taught in the elementary school.

Through field and laboratory study, supplemented by discussion of readings and of demonstration lessons in the elementary school, it is

expected that the necessary knowledges of flowering and non-flowering plants, domesticated and wild mammals, birds, insects and the common lower animals of the field and garden as well as some notions of how to teach these topics will be gained. Simple experiments in common chemical changes, gravity, magnetism and electricity will be made. During the course each student outlines and plans at least one unit of study for teaching purposes.

Differentiated sections deal with Nature Study materials and methods appropriate to the Kindergarten-Primary or Intermediate Grades.

References used:

- Washburne: Common Science, World.
 Downing: Source Book of Biological Nature Study, University of Chicago Press.
 Holtz: Nature Study, Scribner's.
 Hodge: Nature Study and Life, Ginn.
 Comstock: Handbook of Nature Study, Comstock.
 Trafton: Nature Study and Science for Intermediate Grades, Macmillan.
 Trafton: The Teaching of Science, Houghton, Mifflin.
 Craig: Horace Mann Course of Study, Teachers College Press.
 Manuals of birds, flowers, trees, insects and mammals.
 Many texts and readers adapted for use in the elementary school.

Educational Measurements

Educational Measurements—Junior Year-----MR. WOELFEL

2 hours per week for 12 weeks.

This course aims to give students training in the use of standard tests of intelligence and of achievement. Laboratory materials are provided and the major emphasis in the class meetings is placed upon actual use of tests. Specific training and adequate practice are given in the making of frequency distributions and graphs from scores made by pupils on tests. A number of meetings are given over to discussion of the issues involved in testing elementary school pupils so that students may be led to develop a background of understanding as well as essential techniques of performance.

Special laboratory fee—\$1.25.

Educational Psychology

Educational Psychology I, II, III—Junior Year-----
 {MISS BIRDSONG
 {MR. WOELFEL

2 hours per week for 36 weeks.

Psychology I, which is given the first term, emphasizes a personal psychology—a project in the development of one's own mind—which will function directly in the student's life and character. Psychology II is concerned with the psychology of childhood. It aims to discuss the normal tendencies of children of school age, to account for the typical behavior of childhood, following this with practical suggestions for training. Psychology III deals with the learning process. This is a

laboratory course and simple experiments are worked out in order to understand the specific task of teaching and guiding the development of the mental life of growing children. The participation period, Teaching II, is the laboratory for this course.

Among references most frequently used are:

- Robinson: Practical Psychology, Macmillan.
- Gates: Elementary Psychology, Macmillan.
- Thorndike: Briefer Course, Teachers College Press.
- Woodworth: Psychology, Henry Holt.
- Freeman: How Children Learn, Houghton, Mifflin.
- Averill: Elements of Educational Psychology, Houghton, Mifflin.
- Kirkpatrick: Fundamentals of Child Study (Revised), Macmillan.
- Peckstein and Jenkins: The Psychology of the Kindergarten-Primary Child, Houghton, Mifflin.
- Saxby: The Education of Behavior, Putnam Sons.
- Charters: The Teaching of Ideals, Macmillan.

English

English I—Constructive and Technical English—Junior

Year-----MRS. STAPLETON

3 hours per week for 12 weeks.

The purpose of this course is to prepare the students to teach composition, grammar, and spelling. In surveying the subject-matter of the course, the students find and correct their personal needs, and determine methods and activities essential to the successful teaching of English.

References most frequently used:

- Baltimore County Course of Study, Warwick and York.
- Baltimore City Course of Study in English, Baltimore Department of Education.
- Greever and Jones: Century Collegiate Handbook, Century.
- Leiper, M. A.: New English Grammar, Macmillan.
- Linn, James N.: Essentials of English Composition, Scribner's.
- Woods, G. B.: Handbook of Composition, Doubleday, Page.
- Elementary School texts in composition, grammar, and spelling.
- Maryland School Bulletin, Vol. VIII, No. 4, Goals of Achievement in English, State Department of Education.

English II—Oral Expression—Junior Year-----MRS. STAPLETON

2 hours per week for 12 weeks.

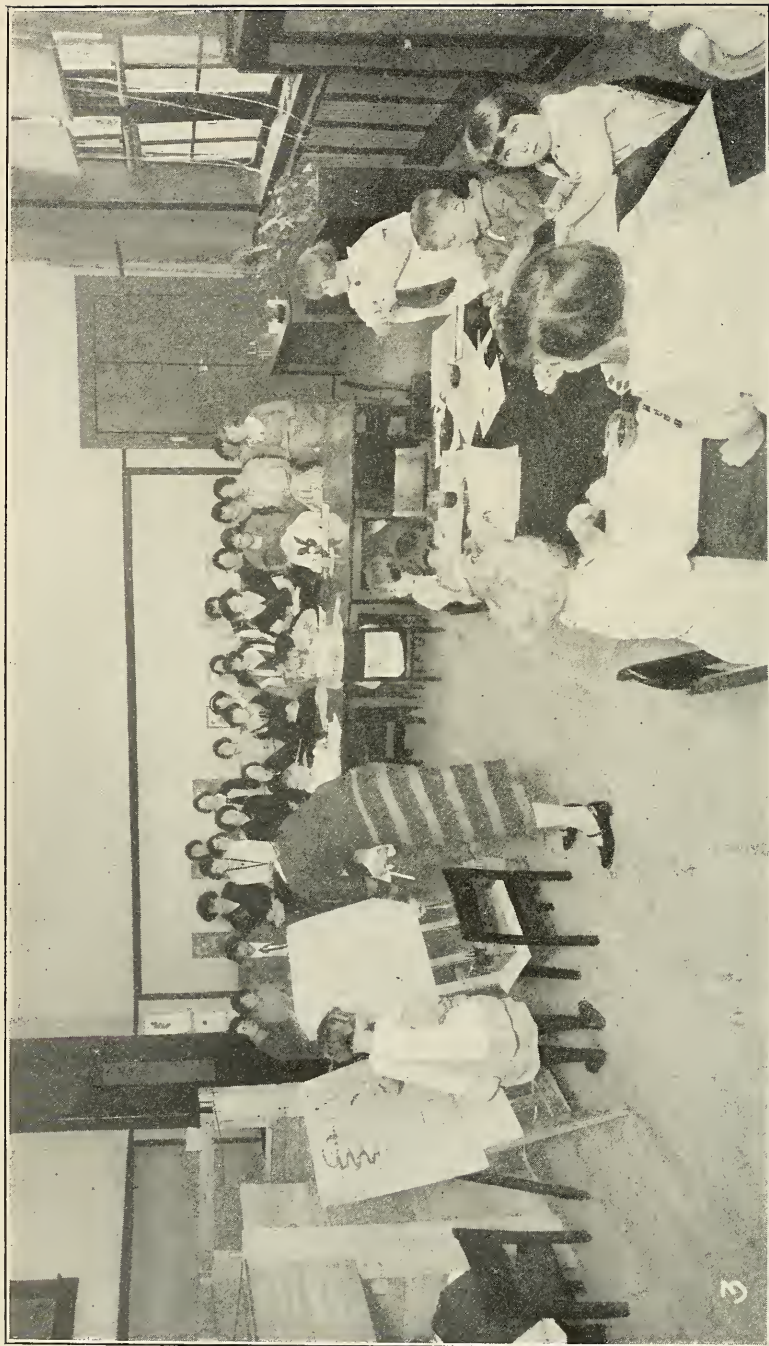
The aim of this course is to develop in the student a consciousness of the voice as a factor of skillful teaching, to make the individual self-critical of his speech habits, and to give him practice in the oral interpretation of the printed page. When gross speech defects in students are discovered the student may have to attend a special clinic and unless remedial work is effective the student will not be allowed to complete the Normal School course.

References for students:

- Woolbert: The Fundamentals of Speech, Harper.
- Lewis: A Handbook of American Speech, Scott, Foresman.
- Boyce: Enunciation and Articulation, Ginn.
- Cather, K. D.: Educating by Story Telling, Yonkers, N. Y.
- Bryant, S. C.: How to Tell Stories to Children, Houghton, Mifflin.



MANY BOOKS ARE ESSENTIAL FOR BOYS AND GIRLS IF A NATION IS TO BE FREED FROM ILLITERACY. THE ELEMENTARY SCHOOL LIBRARY, ON OUR CAMPUS, IS ONE OF THE MOST DELIGHTFUL PLACES WHERE OUR CHILDREN GATHER FOR PLEASURE AND RECREATION



A NORMAL SCHOOL USES ITS ELEMENTARY SCHOOL CHILDREN FOR A LABORATORY. NOTE THE THREE FACTORS INCLUDED HERE—
TRAINING TEACHER, CHILDREN, AND STUDENT TEACHERS OBSERVING.

English III—Children's Literature—Junior Year-----MISS FRUM

3 hours per week for 12 weeks.

This course aims to prepare students to appreciate and evaluate literature for children. It deals with the history of children's literature, poetry and prose, the illustrations of children's literature, and the literary background for Hallowe'en, Christmas, May Day, etc. The students compile book lists for children's outside reading, and make collections of poetry and stories for use in the grades.

The general method of teaching literature is considered and developed through a study and discussion of the value of reading good literature and the appreciation lesson.

Specific methods of presenting a prose selection, a poem or an author are given some attention. A further preparation for the student's teaching is made by observation, discussion and criticism of lessons taught in the demonstration school, and the making, discussing and criticising of specific lesson plans.

Texts:

Bone: *Children's Stories and How to Tell Them*, Harcourt, Brace.

Stevenson: *Home Books of Verse for Young Folks*, Holt.

Curry and Clippinger: *Children's Literature*, Rand, McNally.

English IV—Social Background of Literature—Senior Year

MISS MUNN

This course is a study of the social background of great periods of English and American Literature, with stress upon the environment, lives, and activities of those writers most used in the study of literature in the elementary school.

References:

Smith: *What Literature Can Do For Me*, Doubleday, Page.

Simonds: *History of Literature*, Houghton, Mifflin.

Long: *History of Literature*, Ginn.

Drinkwater: *History of Literature*, G. P. Putnam & Sons.

Miller: *History of Literature*, Lippincott.

Palmer: *Self Cultivation in English*, Houghton, Mifflin.

Armes: *Old English Ballads and Folk Songs*, Macmillan.

Baker: *In the Light of Myth*, Row, Peterson.

Guerber: *Legends of the Middle Ages; Myths of Northern Lands*, American Book Co.

Lanier: *King Arthur*, Scribner's.

Tennyson: *Idylls of the King*, Macmillan.

Anthologies of Modern Verse.

*English V—Reading—Kindergarten and Primary Grade Courses—
Senior Year*-----MRS. SIBLEY

3 hours per week for 12 weeks.

This course is designed for teachers of the kindergarten-primary grades. It includes a study of the purposes and principles underlying the successful teaching of reading and a critical evaluation of activities, materials, and methods used in teaching the subject. Emphasis will be

placed upon (1) teaching reading to beginners; (2) the importance of phonics as a tool; (3) tests as a means of determining individual differences in reading; (4) remedial measures in silent and oral reading; (5) reading projects.

References most frequently used:

- Klapper: Teaching Children to Read, Appleton.
 Stone: Silent and Oral Reading, Houghton.
 Pennell and Cusack: How to Teach Reading, Houghton.
 Wheat: The Teaching of Reading, Ginn.
 Anderson and Davidson: Reading Objectives, Laurel.
 National Society for Study of Education, Twenty-Fourth Year Book, Pub. Sch. Pub. Co.

English V—Reading—Intermediate Grade Course-----MRS. SIBLEY

3 hours per week for 12 weeks.

This course includes a study of the purposes and principles underlying the teaching of silent and oral reading with special emphasis upon materials and methods for the intermediate grades. Demonstration lessons illustrating the use of reading tests, audience reading, supervised silent study, the library period, will be followed by organized plan work. Each student will develop a reading project which entails a study and organization of desirable habits, activities and materials.

References: as above.

English V—Reading—Rural—Senior Year-----MRS. SIBLEY

3 hours per week for 12 weeks.

The teacher of the rural school must be prepared to meet any reading situation which may arise in eight grades. For this contingency the Rural Reading Course is designed to prepare students to teach (1) beginning reading; (2) phonics; (3) basic standards on which all reading rests; (4) such adaptations in the way of projects, tests, and remedial measures as will fit into primary and grammar grades, and into individual needs.

References: as above.

Geography

Geography I—Fundamentals of Geography—
Junior Year-----

{MR. WALTHER
 MISS BADER
 MISS BLOOD

3 periods per week for 12 weeks.

The content of Geography I is selected (1) to help the student interpret and appreciate his own environment, (2) to develop geographic principles which will lead to an understanding of the natural conditions under which other people live. Among the subjects studied are time, change of seasons, external and internal forces which change the earth's surface, the weather, and world climate types. Many kinds of maps are used, pictures and diagrams are studied, field trips in the vicinity of the school are taken, rock specimens are collected and examined, and class-

room experiments are conducted. The needs of the elementary school are kept in mind: (1) through the selection of the subject-matter materials, (2) through the method of presenting these materials, (3) by observation of classes in the elementary school.

References frequently used are:

- Tarr and Von Engel: New Physical Geography, Macmillan.
 Milham: Meteorology, Macmillan.
 Salisbury, Barrows and Tower: Elements of Geography, Henry Holt.
 Pirsson and Schuchert: Textbook of Geology, Part 1, John Wiley and Sons.
 Peattie: College Geography, Ginn.
 Huntington and Cushing: Principles of Human Geography, John Wiley and Sons.
 Periodicals.

Geography II—Regional Geography—Junior Year----- { MR. WALTHER
 MISS BADER
 MISS BLOOD

3 periods per week for 12 weeks.

A detailed study is made of the geographic region as an expression of the sum total of the operation of the geographic factors. The regions are selected with a view of introducing the student to the varying types of geographical environment between which there is some common basis for comparison. The keynote in the study of each region is the human response to environment. The regions selected for study are those in which the leading human occupations are represented. Special attention is paid to the regions of the State of Maryland. Current geography is used whenever it applies to the regions being studied.

References frequently used are:

- Smith: North America, Harcourt, Brace.
 Finch and Baker: Geography of the World's Agriculture, Supt. of Documents.
 Maryland School Bulletin Vol. IX, No. 4, Tentative Goals in Geography and History for Grades 1 to 3, and Tentative Goals in Geography for Grades 4 to 6, State Department of Education.
 Elementary geography texts and supplementary readers.
 Travel books.
 Periodicals.

Geography III—Problems in the Teaching of Geography { MR. WALTHER
in Primary Grades—Senior Year----- { MISS BLOOD

3 hours per week for 12 weeks.

This course seeks to help the student build a working definition of school geography as a basis of observation and selection of subject matter. Special emphasis is placed upon the values of the subject matter of geography in supplying motive and skill in the fundamental subjects of reading and writing. The course aims to familiarize the prospective teacher with the various supplementary reading materials in geography as well as in the technique of building children's reading and language vocabularies. Unit studies are made of the different types of peoples in relation to the regions in which they live.

Basic texts:

Branom: The Teaching of Geography, Ginn.

Smith: Teaching Geography by Problems, Doubleday, Page.

Clark: Unit Studies in Geography, World Book Co.

Maryland School Bulletin, Vol. IX, No. 4, State Department of Education.

Note: Students preparing to teach throughout the State of Maryland use the Baltimore County Course of Study. Students preparing to teach in Baltimore City use the Baltimore City Course of Study.

Geography III—Problems in the Teaching of Geography
in Intermediate Grades—Senior Year-----MR. WALTHER

3 hours per week for 12 weeks.

The materials of this course are organized about the four major problems of geography instruction, i. e., the selection of subject matter, the tools of instruction, the adaptation of the course of study, and lesson planning. Special attention is given to the study of the tools of instruction in geography, the technique of problem solving, drill work, excursions, testing, assignment, text-books, and illustrative materials. The Baltimore County and City courses of study are analyzed in terms of subject matter units and ways and means of teaching are devised. Lesson planning is approached from the point of view of large units, and daily problems or exercises.

Basic texts:

Branom: The Teaching of Geography, Ginn.

Smith: Teaching of Geography by Problems, Doubleday, Page.

Clark: Unit Studies in Geography, World Book Co.

Ridgley: Geographic Principles, Houghton, Mifflin.

Fairbanks: Real Geography, Harr, Wagner.

Maryland School Bulletin, Vol. IX, No. 4, State Department of Education.

Geography III—Problems in the Teaching of Geography
in Rural Schools—Senior Year-----MR. WALTHER

The materials of this course are essentially the same as Geography III, Intermediate Grades, with the exception that some emphasis is placed upon the geographical materials of the first, second and third grades as well. The Baltimore County Course of Study is used as a basis of grade assignments.

Basic texts:

Branom: The Teaching of Geography, Ginn.

Smith: Teaching of Geography by Problems, Doubleday, Page.

Clark: Unit Studies in Geography, World Book Co.

Ridgley: Geographic Principles, Houghton.

Fairbanks: Real Geography, Harr, Wagner.

Maryland School Bulletin, Vol. IX, No. 4, State Department of Education.

Health Education

Corrective Gymnastics—Junior and Senior Years-----

2 hours per week for 12 weeks.

The purpose of this course is to provide a program of individual exercises, based on anatomical and physiological principles, for those

pupils exhibiting conditions such as poor posture, poor circulation, anemia, ptosis, constipation, general low vitality, nervous instability, post-operative and other functional or organic disabilities or deformities. Students showing such defects through the medical examinations are assigned to this course until they are ready to take regular athletics.

Health Education I—Junior Year-----DR. BURDICK

3 hours per week for 12 weeks.

This course deals with the subject of personal hygiene. Elements of anatomy and physiology are outlined and from these the laws of individual health are derived. The various body tissues and systems are studied from the point of view of structure, function and care. The adaptation of this material for use in the elementary school is suggested, although the course is primarily a subject matter one.

References most frequently used:

- Williams: Personal Hygiene Applied, Saunders.
- Williams: Healthful Living, Macmillan.
- Coleman: Hygienic Physiology, Macmillan.
- Kimber and Gray: Anatomy and Physiology, Macmillan.

Health Education II—Junior Year-----MISS KEYS

2 hours per week for 12 weeks.

This course attempts to apply the teachings of Home Economics to the health and practical life of the teacher. Special emphasis is given nutritional problems; economical purchase and use of clothing; home making as applied to the school room and the individual's room; relationships as they pertain to the teacher's environment; and the budgeting of a teacher's salary.

In addition, stress is laid upon the selection and the use of materials, illustrations and methods for teaching simple, every day food and textile projects for the grades.

Books most used:

- Rose: Feeding the Family, Macmillan.
- Government Bulletin: The Lunch Hour at School.
- Cooley, Winchell, Spohr and Marshall: The Teaching of Home Economics, Macmillan.
- Baldt: Clothing for Women, Lippincott.
- Woolman: Textiles, Macmillan.
- Butterick: Principles of Clothing Selection, Macmillan.
- Andrews: Economics of the Household, Macmillan.

*Health Education III—Kindergarten-Primary (For
City Students)—Senior Year*-----MISS DOWELL

3 hours per week for 12 weeks.

This course deals with the problems of school and community hygiene as they affect life in the city. Topics of the course include ventilation and heating; refuse and sewage disposal; the care of food and water supply; the control of infectious disease through sanitation, through personal habits and through artificial immunity; first aid and safety;

and the relation of the State and community health agencies to the school. About one-third of the time, on the average, is given to the principles which govern the selection of materials and methods for health teaching and training adapted to the Kindergarten-Primary curriculum.

References most frequently used:

- Broadhurst: Home and Community Hygiene, Lippincott.
 Ayres, Williams, Wood: Healthful Schools, Houghton, Mifflin.
 Broadhurst: How We Resist Disease, Lippincott.
 Wood and Rowell: Health Through Prevention and Control of Disease, World.
 N. E. A. Joint Committee on Health Problems: Health Education, A Program for Public Schools and Teacher-Training Institutions.
 Wood and Strang: A Tentative Course of Study in Health Education, Teachers College Bureau.
 Elementary School Texts for Primary Grades.

Health Education III—Primary (for County Students)—*Senior Year*----- {MISS DOWELL
 {MISS KEYS

3 hours per week for 12 weeks.

The same general topics, as Health Education III. Kindergarten-Primary, offers, are studied here, but these topics are all dealt with from the standpoint of the rural community and of the town.

References: as above.

- Andress: Health Education in Rural Schools, Houghton, Mifflin.
 Baltimore County Course of Study, Warwick and York.
 Elementary Texts for Primary Grades.

Health Education III—Intermediate Grade Course— {MISS DOWELL
Senior Year----- {MISS KEYS

3 hours per week for 12 weeks.

This course differs from the Kindergarten-Primary and Primary courses in Health Education in one respect: The subject matter of the course is taught from the standpoint of the upper grades of the graded and the two-room rural school.

References: as above.

- Elementary Texts for Intermediate Grades.

Health Education III—Rural—Senior Year-----MISS DOWELL

3 hours per week for 12 weeks.

The same general problems of school and community hygiene as found in the other courses listed under Health Education III, form the basis for this course. These, however, are studied in so far as they relate to the one-room school and its environment. About one-third of the time is given to the selection of materials and methods for health teaching and training of elementary pupils in an ungraded situation.

References: as above for Health Education III.

<i>Physical Education I</i> —	<i>Women Students</i>	{	MISS SAMMIS
	<i>Men Students</i>		MISS ROACH
	<i>Junior and Senior Years</i> -----		MISS GODWIN
			MR. MINNEGAN

2 periods per week for 36 weeks.

2 periods per week for 36 weeks.

This course is given for hygienic and educational reasons as well as for recreation. It aims to teach certain skills and activities, to produce a posture consciousness, to show the value of regular exercise and to encourage in the students sportsmanship and leadership. Through it also we hope to interest the students in various activities, which may be carried on for health and recreation when the student has left school, and to some extent to be used in his own teaching.

Women Students—Athletics are given both fall and spring. The winter term is devoted to gymnastics, games, elements of games, stunts and folk dances. The athletic program includes hockey, soccer, tennis, basketball, volley ball, field ball, baseball and field and track. Self testing activities, dancing, and hiking are also included in the year's work. Elective classes are held throughout the year in many activities, and intersection and interclass games and tournaments are a part of the regular program.

Men Students—Athletics are given both fall and spring. The winter term is devoted to gymnastics, games, elements of games, stunts, tumbling, and gymnastic dancing. The athletic program includes soccer, tennis, basketball, baseball, field and track. Inter-school games are a part of each year's program. Some of the outstanding schools in the State are played.

Physical Education II—Kindergarten-Primary—

Senior Year-----MISS SAMMIS

3 periods per week for 12 weeks.

This course is the study of activities for little children—games, story-plays and rhythms as applied to the primary grades. It includes also the history of physical education, theories of play, the organization of a physical education program and the selection and care of equipment and methods of teaching.

This course is differentiated for City and County students according to the different courses of study used by the State and by Baltimore City.

References:

- Baneroff: Games for Home, School, Gymnasium and Playground, Macmillan.
- Bowen and Mitchell: Theory of Organized Play, Practice of Organized Play, Barnes.
- Clarke: Physical Training in the Elementary School, Sanborn.
- Hetherington: School Program of Physical Education, World Book Co.
- Johnson: Education by Play and Games, Ginn.
- Lee: Play in Education, Macmillan.
- Moses: Rhythmic Active Plays and Dances, Milton Bradley.

*Physical Education II—Intermediate Grades—**Senior Year*-----MISS SAMMIS

3 periods per week for 12 weeks.

This course includes a study of activities, games, dances, badge tests, and field and track events for children of the intermediate grades. It deals also with the organization of programs, selection and care of equipment, history of physical education, theories of play and methods of teaching.

This course is differentiated for City and County students, as that above.

References: as above.

Physical Education II—Rural—Senior Year-----MISS SAMMIS

3 periods per week for 12 weeks.

This course is similar to the primary and intermediate grade courses, with modifications of activities to meet rural conditions of environment, mixed groups and time demands.

References: as above.

History

European Background Course I—Junior Year-----{MISS BADER
MISS COWAN

3 hours per week for 12 weeks.

This course traces the beginnings of the civilization of Western Europe from prehistoric times, through the manifestations of culture along the Nile and Tigris-Euphrates, the development of the peoples of the Syrian coast and of the Greek and Roman peninsulas of the Mediterranean, up to the collapse of the Roman Empire and the beginnings of medieval times. The treatment is that of large units with the emphasis on the social and economic phases of life. The class work includes oral and written reports entailing much individual exercise in gathering, evaluating, and organizing historical material. A consistent attempt is made to form correct study and notebook habits, to teach facility in the use of books, and to develop a scholarly attitude toward the subject.

References most frequently used:

Breasted: Ancient Times, Ginn.

Robinson: Medieval and Modern Times, Ginn.

Thorndike: History of Medieval Europe, Houghton, Mifflin.

Webster: Early European History, Heath.

Thorndike: A Short History of Civilization, Crofts.

McKinley, Howland and Dann: World History, Vol. I, American Book Co.

European Background Course II—Junior Year-----{MISS BADER
MISS COWAN

2 hours per week for 12 weeks.

This course presupposes the European Background I, carrying on



MEN'S SOCCER TEAM, 1927-1928



MEN'S BASKETBALL TEAM, 1927-1928



EDUCATION IN A NORMAL SCHOOL EXTENDS BEYOND THE CAMPUS. THESE STUDENTS ARE READY TO BOARD THE BALTIMORE AND OHIO TRAIN AT MT. ROYAL STATION TO GO TO NEW YORK TO VISIT SUCH ELEMENTARY SCHOOLS AS THE LINCOLN SCHOOL OF TEACHERS COLLEGE, THE HORACE MANN SCHOOL, THE CITY, COUNTY AND DAY SCHOOL, THE ETHICAL CULTURE SCHOOL, THE WALDEN SCHOOL, AND ANGELO PATRI'S PUBLIC SCHOOL.

the story of Western Civilization from about the Year 800 to 1700. The treatment and emphasis are the same as the course described above.

References:

- Traill: Social England, Cassell.
 Cross: A Shorter History of England and Greater Britain, Macmillan.
 Cheyney: Social and Industrial History of England, Macmillan.
 White: Making of the English Constitution, Putnam.
 Robinson and Beard: Readings in Modern European History, Ginn.

History—Civics—Kindergarten-Primary—Senior

Year—Course III-----MISS VAN BIBBER

3 hours per week for 12 weeks.

The subject matter of this course is planned to give to teachers in kindergarten and primary grades the background necessary to teach intelligently. In the case of students from the city, the Baltimore Course of Study is followed, and for county students, the Baltimore County Course. These courses deal both with community civics and industrial history. Beginning with a consideration of the home, the work broadens out into school life and the community. Attention is directed to the collection and classification of pertinent illustrative material, and to planning units of work for the early grades, using such topics as food, transportation, industry. The background for effective celebration of national holidays is laid by a careful study of the historical literature of the period. The biographies of national heroes are studied and practice is given in the selection and organization of material suitable for young children. Much reference reading is required, reports are given and the planning of large units is worked out both by groups and by individuals.

References most often used:

- Dynes: Socializing the Child, Silver, Burdette.
 Dunn and Harris: Citizenship in the School and Out, Heath.
 Hill: The Teaching of Civics, Houghton, Mifflin.
 Johnson: The Teaching of History, Macmillan.
 Kendall and Stryker: The Teaching of History in the Elementary Schools, Houghton, Mifflin.
 Maryland School Bulletin, Vol. VIII, No. 5, Tentative Goals in History, State Department of Education.
 Books on Clothing, Shelter, and Food, by Carpenter and Chamberlain.

History—Intermediate Grades—Course IV—

Senior Year-----MISS VAN BIBBER

3 hours per week for 12 weeks.

This course deals with the subject-matter of history treated from the point of view of the elementary school course of study. The period covered is that of discovery, colonization and development of America, and the beginning of our national life. Much reference reading is required, but with the purpose primarily of giving training in the selection of effective arrangement of historical material for grammar-grade children.

In the case of students from the city, the Baltimore Course of Study is followed, and for county students the Baltimore County Course.

References most frequently used:

- Forman: Our Republic, Century.
 West: American Democracy, Allyn and Bacon.
 Beard and Beard: History of the United States, Macmillan.
 Beard and Bagley: History of the United States, Macmillan.
 The American Nation Series, Harper.
 Chronicles of America Series, Yale University Press.
 Winsor: Critical and Narrative History of America, Houghton, Mifflin.
 Maryland School Bulletin, Vol. VIII, No. 1, The Teaching of Citizenship in the Elementary School, State Department of Education.

History—Civics—Rural—Course V—Senior Year— {MISS VAN BIBBER
 {MISS COWAN

3 hours per week for 12 weeks.

This course aims to give a rich background of subject-matter for the lower grades of a one-room school. It deals both with community civics and industrial history. Beginning with the home, the work broadens out into a consideration of larger communities, such as the school, the neighborhood and the State, dealing with such topics as food, transportation and "community helpers." Consideration is given to the study of other homes, such as those of primitive people, Indians, pastoral people, providing practice in large unit-planning, and in the accumulating and classification of pertinent illustrative material. Some time is also devoted to national holidays, and to the study of the literature of national heroes.

References most frequently used:

- Dunn, A. W.: Community Civics for Rural Schools, Heath.
 Nearing and Field: Civics for Rural Communities, Macmillan.
 (See History—Civics III, Kindergarten-Primary.)
 The Teaching of Citizenship in the Elementary School, State Department of Education (Maryland).

History—Kindergarten—Primary—Course VI—
*Senior Year—*MISS VAN BIBBER

3 hours per week for 12 weeks.

This course presupposes History III, Kindergarten-Primary. It covers such topics as the following: Primitive people, Indian life, Pastoral and handicraft people. Considerable reference reading is required in the search for appropriate and vital illustrative material. In connection with the study of the above units of subject-matter there is constant practice in the organization of large units of work and the consideration of various types of daily recitations. Exercise in questioning and testing is provided. Throughout all the courses stress is placed on current happenings. Daily papers and weekly and monthly current event issues furnish the basis for class discussions of present day problems. As in the case of History III, this course is modified to suit the needs of city and county students.

References most often used:

- Osborn: Men of the Old Stone Age, Scribner.
 Krummer: First Days of Man, Doran.
 Starr: First Steps in Human Progress, Chautauqua Press.
 Wells: Outlines of History, Macmillan.
 Bonser: How the Early Hebrews Lived and Learned, Macmillan.
 The books mentioned under History III, Kindergarten-Primary.

History—Civics—Intermediate Grades—Course VII— {MISS VAN BIBBER
Course VIII— {MISS COWAN

3 hours per week for 12 weeks.

This course presupposes History III, Intermediate, and deals for the most part with history and government from the beginning of the Eighteenth Century to the present time, with the emphasis upon the vital social problems of today. The object of the course is two-fold: to enlarge the knowledge and understanding of the field of history, and to gain insight into the technique and modern tendencies in social studies teaching. In this connection, some time is devoted to the study of community civics, stressing the development of civic traits and habits in children, an understanding of the community, and some acquaintance with political organizations.

References most often used:

- Books listed above.
 Johnson: The Teaching of History, Macmillan.
 Tryon: The Teaching of History, Ginn.
 Hill: The Teaching of Civics, Houghton, Mifflin.
 Kendall and Stryker: The Teaching of History in the Elementary Schools, Houghton, Mifflin.

History—Civics IV—Rural—Senior Year— {MISS VAN BIBBER
Senior Year— {MISS COWAN

3 hours per week for 12 weeks.

In this term the subject-matter of the intermediate grades is emphasized. The topics dealt with first are discovery, exploration, colonization and development of America and the story of our national beginnings. Much reference reading is required with the purpose of acquiring skill in the effective selection and arrangement of historical material for children. Units of work in subsequent periods of our history are planned by small groups and by individuals, with a more detailed consideration of various types of classroom procedure. The social and economic phases of the period following the Civil War, and continuing to the present day, are given special attention; rich collateral readings are employed to give an acquaintance with historical authorities.

References: As in History IV, Primary and Intermediate Grade Courses.

History and Principles of Education

History and Principles of Education—Senior Year— {MR. SHAW
 {MISS TALL—Topic:
 {School Law

3 periods per week for 12 weeks.

The student comes to this course after having had at least one year

of training, including many contacts with children and detailed study of professionalized subject-matter. The course aims to build on these rich experiences a growing and integrated body of principle.

An introductory feature is the collection of added data on the history and conditions of Maryland schools, with the three-fold aims of research skill, state-wide vision of education and approach to the more general background and tendencies of present day theory and practice. Three lectures are given on local school law. Historic educators are studied in a biographical manner. A two-day trip to the outstanding experimental schools of New York City is made, participation in the trip being optional.

References most frequently used:

- Kilpatrick: Foundations of Method, Macmillan.
- Kandel: Twenty-five Years of American Education, Macmillan.
- Cubberley: History of Education, Houghton, Mifflin.
- Cubberley: Public Education in the United States, Houghton, Mifflin.
- The Lincoln School Staff: The Curriculum of an Elementary School, Ginn.
- State School Laws of Maryland, 1927.
- Charter of Baltimore City.

Kindergarten-Primary Education

Kindergarten-Primary Education—Junior or

Senior Year-----MISS MORRIS

(Required of all Students electing Kindergarten or Primary Grade Education).

4 periods per week for 12 weeks.

This course aims to consider all influences in the kindergarten-primary curriculum that further development in these grades. It attempts to show how the various subject-matter courses have their beginnings in these grades, and the part each plays in the development of the child. It is an integrating course in that an effort is made to show how the subject-matter courses are co-ordinated in the activities of the kindergarten-primary curriculum. These activities are evaluated as to the degree in which they enlist the interest of the child and lead to his growth in the information and skills useful and appropriate to his age. Special emphasis is given to the way in which desirable habits and attitudes are developed.

References:

- Jennings, Watson, Meyer and Thomas: Suggestions of Modern Science Concerning Education, Macmillan.
- Dewey: School and Society, University of Chicago Press.
- Hill and Burke: Conduct Curriculum, Scribner's.
- Mathias: The Beginnings of Art in the Public Schools, Scribner's.
- Garrison: Permanent Play Materials for Young Children, Scribner's.
- Teachers College Record, Childhood Education Magazines.
- Terman and Lima: Children's Reading, Appleton.
- Pamphlets from modern schools, such as Lincoln and Ethical Culture Schools, New York City; the Francis Parker School, Chicago, etc.

Music

Music I—Junior Year----- {MISS WEYFORTH
MISS PRICKETT

2 periods per week for 12 weeks.

Elements of Music. This course purposes to present a study of the elements of music, including note values and relationship based on quarter and eighth notes as beat notes, simple and compound measure, key signature, major scales, ear and eye recognition of common rhythmic and tonal figures, and the use of the tuning fork and pitch pipe. Special attention is given to the development of the student's singing voice, and to attaining certain standards of performance. This is a subject-matter course, and although not dealing primarily with methods of teaching it is based upon selected song material, and taught by methods suitable for elementary classroom use.

Basic texts:

Progressive Music Series, Book I, Silver, Burdett.
Hollis Dann Music Series, Books II, III, American Book Co.
Everyday Song Book, The Cable Co.
Twice 55 Songs for Community Singing (Brown), Birchard.

References:

Appropriate use of "General References" and "Mimeographed Material" under Music IV.

Music II—Junior Year----- {MISS WEYFORTH
MISS PRICKETT

2 periods per week for 12 weeks.

Sight Reading. This course continues the study of music elements, including minor mode, chromatics, elementary harmony, and directing. Special attention is given to ear training, written tonal and metric dictation and individual sight reading with sol-fa syllables of music of the type of study songs used in the first three grades. Prerequisite, Music I.

Basic texts:

Progressive Music Series, Book I, Silver, Burdett.
Hollis Dann Music Series, American Book Co.
Foresman: First or Second Book of Songs, American Book Co.
Music Education Series, Introductory Music, Ginn.
Twice 55 Songs for Community Singing, Birchard.

References:

Appropriate use of "General References" and "Mimeographed Material" under Music IV.

Music III—Junior Year----- {MISS WEYFORTH
MISS PRICKETT

2 periods per week for 12 weeks.

Rote Song. Special attention is given in this course to selection, teaching, and interpretation of rote songs,—also to acquiring a graded repertoire of rote songs for classroom use. This course includes a study

of the child voice, remedial work for the non-singer, and observation and participation by students in the classroom. Prerequisite, Music II.

Basic texts:

- Progressive Music Series, Book II, Silver, Burdett.
- Hollis Dann Music Series, American Book Co.
- Twice 55 Songs for Community Singing, Birchard.
- The Music Hour, Books I and II, Silver, Burdett.

References:

- Appropriate use of "General References" and "Mimeographed Material" under Music IV.

Note: In the case of the City Juniors the content of the above three courses is covered in two terms.

Music IV—Kindergarten-Primary—Senior Year-----
 3 periods per week for 12 weeks.

{MISS WEYFORTH
 {MISS PRICKETT

This course is devoted to the study and demonstration of materials and methods for the kindergarten and first three grades. It includes study of rhythmic work with children, selection and teaching of rote songs, introduction of notation, the study song, and music appreciation with the phonograph. Prerequisite, Music I, II, III.

References:

Song Series and Song Collections:

- Progressive Music Series, Book I, Silver, Burdett.
- Hollis Dann Music Series, Books I, II and III, American Book Co.
- Foresman: First Book of Songs, American Book Co.
- Music Education Series, Songs of Childhood, Introductory Music, Ginn.
- Neidlinger: Small Songs for Small Singers, Schirmer.
- Riley and Gaynor: Songs of the Child World, John Church Co.
- Bentley: Play Songs, A. S. Barnes & Co., and others.
- The Music Hour, Books I and II, Silver, Burdett.
- Lyric Primer, Scott, Foresman.

General References:

For all Senior Courses, with emphasis upon those most valuable to the differentiated courses.

- Cundiff and Dykema, School Music Handbook, Birchard.
- Progressive Music Series, Teacher's Manual, Vol. I, Silver, Burdett.
- Universal School Music Series, Teacher's Book, Hinds, Hayden, Eldredge.
- Mohler: Teaching Music from an Appreciative Basis, Birchard.
- Music Appreciation with the Victrola for Children and Revised Outlines, Victor Talking Machine Co.
- Faulkner: What we hear in Music, Victor Talking Machine Co.
- Newman: How to Teach Music to Children, Carl Fischer.
- Mason: The Orchestral Instruments and What They Do, H. W. Gray.
- Glenn, DeForest: Music Appreciation for Every Child, Primary Grades, Silver, Burdett.
- Glenn, Lowry: Music Appreciation for Every Child, Intermediate Grades, Silver, Burdett.
- Hamilton: Outlines of Music History, Oliver Wilson.

Mimeographed Material:

- Music Syllabus—Elementary School.
- Rote Singing.

Teaching a Song by Use of a Phonograph Accompaniment.

"Study" Song.

Ear Training.

Sight Singing.

Songs for Study and Sight Singing.

Songs Illustrating Rhythmic Problems.

Songs Illustrating Tonal Problems.

Creative Illustrating Tonal Problems.

Creative Music, Rhythm.

From Rhythm and Melody to Notation.

Rhythmic and Tonal Dictation.

Accompanying Tones and Chords.

Part Singing and Harmony Session.

Units of Song Material:

The Story of the Spring in Song.

Music and Pictures.

Characters from Bookland.

The Sea.

Spring Songs.

May Day Songs.

Geography Songs.

Learning to Know a Great Composer Through His Music.

Instruments of the Orchestra.

Distinctive Music of the United States.

Music IV—Intermediate Grades—Senior Year----- } MISS WEYFORTH
 } MISS PRICKETT

3 periods per week for 12 weeks.

This course briefly summarizes the work done in the first three grades, and aims to show how this work is extended and developed in the grammar grades. It includes further study of appropriate rote songs, careful study of various tonal and rhythmic problems as taken up in the different grades,—study song lessons, sight reading lessons, music writing, recognition of I, IV, V harmonies, part singing, and music appreciation. Prerequisite, Music I, II, III.

References:

Song Series and Song Collections—

Davison, Surette, and Zaigig: A book of songs, Concord Series No. 4, S. C. Schirmer.

Riley, Gaynor: Songs of the Child World, John Church Co.

Armibage: Junior Laurel Songs, C. C. Birchard.

Progressive Music Series, Book II, Silver, Burdett.

Hollis Dann Music Series, Books IV, V, VI, American Book Co.

Foresman: Second and Third Books of Songs.

General references:

(As for Kindergarten-Primary Course with the addition of)

Music IV—Rural Music—Senior Year----- } MISS WEYFORTH
 } MISS PRICKETT

3 periods per week for 12 weeks.

This course deals with the phases of music study described in the kindergarten-primary and intermediate grades, adapted, however, to one and two-room schools. Special attention is given to class procedure,

to community music, and to the attainment of certain minimum standards for music in rural schools. Prerequisite, Music, I, II, III.

Note: The course for city students in both the Junior and Senior Years is based on the work outlined in the Baltimore Course of Study. The county course is based on the course of study presented by the Educational Council of the Music Supervisors' National Conference.

References:

Songs:

Selected Songs from Song Collections as listed under both Kindergarten-Primary and Intermediate Grades.

Fullerton: One Book Course in Elementary Music, Fullerton and Gray, Cedar Falls, Iowa.

General References:

(As for Kindergarten-Primary Course and Intermediate Grades.)

Penmanship

Penmanship—Junior Year -----MISS ZAHN

2 hours per week for 12 weeks.

The course provides experience through the use of the Courtis-Shaw "Standard Practice Tests in Handwriting" so that the student may become familiar with the basic principles underlying the practice tests and the technique and classroom procedure involved in the use of the same.

The important values developed in this course of study are: (1) individual and group instruction; (2) a definite technique of study; (3) a means for the individual pupil to progress at his best rate; (4) a procedure which provides growth in the development of social habits as well as skill to write; and (5) use of tests as an aid in instruction and as a means of measuring progress.

The material and method make it possible for one teacher to handle a schoolroom consisting of a number of classes, and yet give each child adequate individual instruction.

Opportunity is given for individual improvement in handwriting, in blackboard practice, in observation of classroom work and in the study of individual writing difficulties.

Text: The Courtis-Shaw Manual, Detroit Board of Education.

Rural Life Course

Rural Life—Senior Year -----MISS BROWN

2 periods per week for 12 weeks.

The purpose of the course is to give the student a better understanding of the social and economic problems of society that are directly related to the educational problems which an efficient teacher must consider.

Special emphasis is placed upon the factors which influence education in the State. Class activities are directed toward making the teacher

an initiator as well as a participator in desirable community movements for the benefit of child welfare.

There is no basal text since it is deemed preferable to have reports made in class from a wide reading list of references including magazines and government bulletins related to the course.

References most often used:

- The Annual Reports of the Maryland State Department of Education.
 Bulletins gotten out by the State Department of Education, the U. S. Bureau of Education, and the U. S. Department of Agriculture.
 Gillette: Rural Sociology, Macmillan.
 Campbell: Rural Life at the Cross Roads, Ginn.
 Israel and Landis: Handbook of Rural Social Resources, Univ. of Chicago Press.
 Cubberley: Rural Life and Education, Houghton, Mifflin.
 Brim: Rural Education, Macmillan.

Teaching Courses

<i>Teaching I—An Introduction to Teaching—Junior Year, Term I-----</i> 3 periods per week for 12 weeks.	}	DR. AGNES SNYDER
		MISS WOODWARD
		MISS BROWN
		MISS COBB
		MISS STEELE
		MISS MORRIS

This is an orientation course aiming primarily to introduce the students, through directed observation, discussion and reading, to the characteristics of the modern school. The course aims further, to give the student training in accurate observation of children's activities in the classroom and in the selection and interpretation of significant factors; to acquaint him with such material in educational literature as is descriptive of progressive schools and movements, and with such books in history, science and general literature as will give him a deeper insight into the meaning of education; to give him experience in participating in both small and large discussion groups; to give him some basis for choice of his course: kindergarten-primary, intermediate, rural one-room, rural primary, and rural intermediate.

The course consists of two conference hours and one hour of directed observation in the elementary school.

Basal text:

- Snyder: Introduction to Teaching, Maryland State Normal School at Towson, Bulletin No. 1, Series 3.

<i>Teaching II—Participation—Junior Year-----</i>	}	DR. AGNES SNYDER
		MISS WOODWARD
		MISS BROWN
		MISS STEELE
		MISS COBB
		TRAINING TEACHERS

The course aims:

1. To give the student early in his training opportunity to do some type of rural teaching, and thus send him to all other courses with clearer understanding of their purposes and values.

2. To enlarge and enrich his observation of educational practices begun in Introduction to Teaching to include other phases of education typical of a state or city system.
3. To give him further basis for making his choice of kindergarten-primary or intermediate work in the city, or, if rural or graded school, in the county.

One morning or one afternoon a week is spent either in an elementary classroom or in visiting. One hour a week is spent in conference with the director of student teaching.

The work in the classroom consists of:

1. Individual, group, and classroom teaching based upon courses taken either in the previous term or during the term in which Junior Participation is taken.
2. Exercises in child psychology under the direction of the instructors of that course.

The school visits give a basis for the understanding of problems of organization as represented by the platoon school, the consolidated school, and the use of the X. Y. Z. plan. Schools also are visited which demonstrate good library facilities, health progress, care of the typical child, etc.

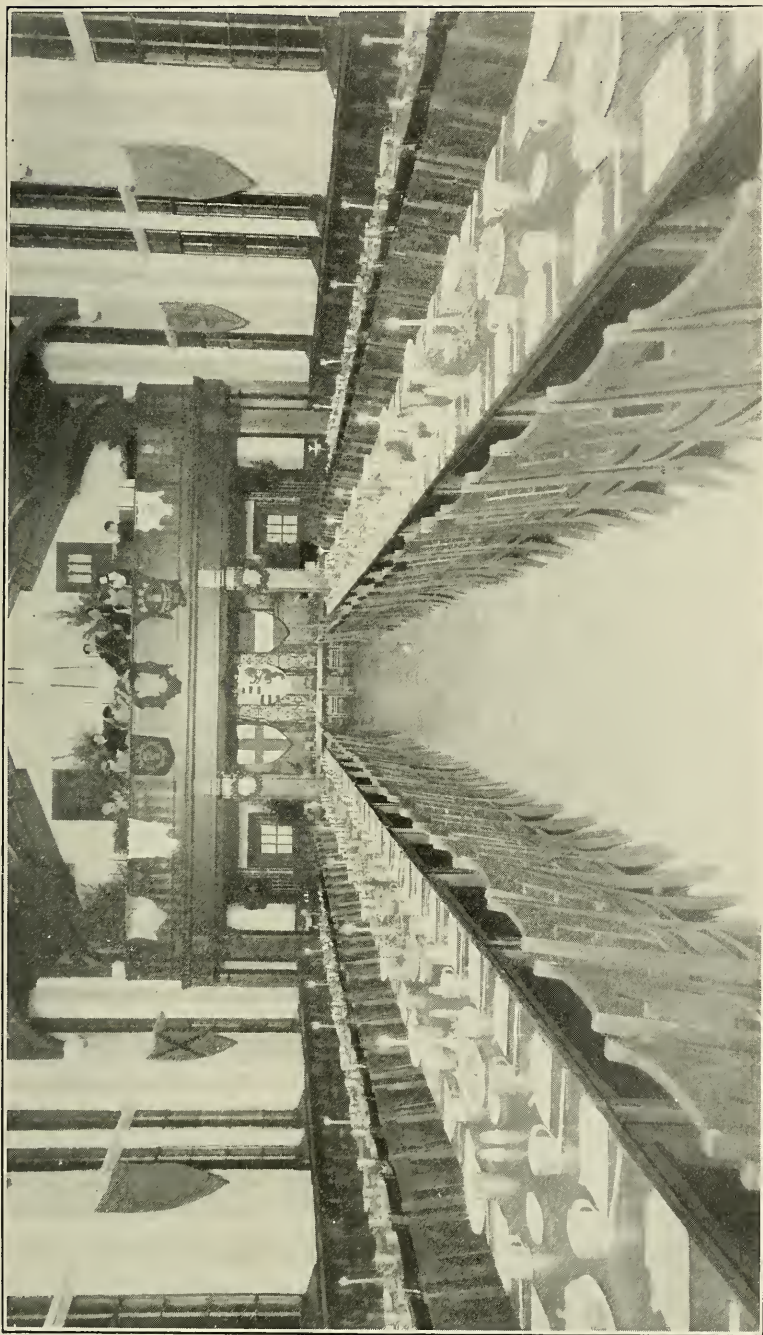
<i>Teaching III—Senior Year—County Students----</i>	{	MISS BROWN MISS STEELE MISS COBB TRAINING TEACHERS
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3 hours per day for 12 weeks.

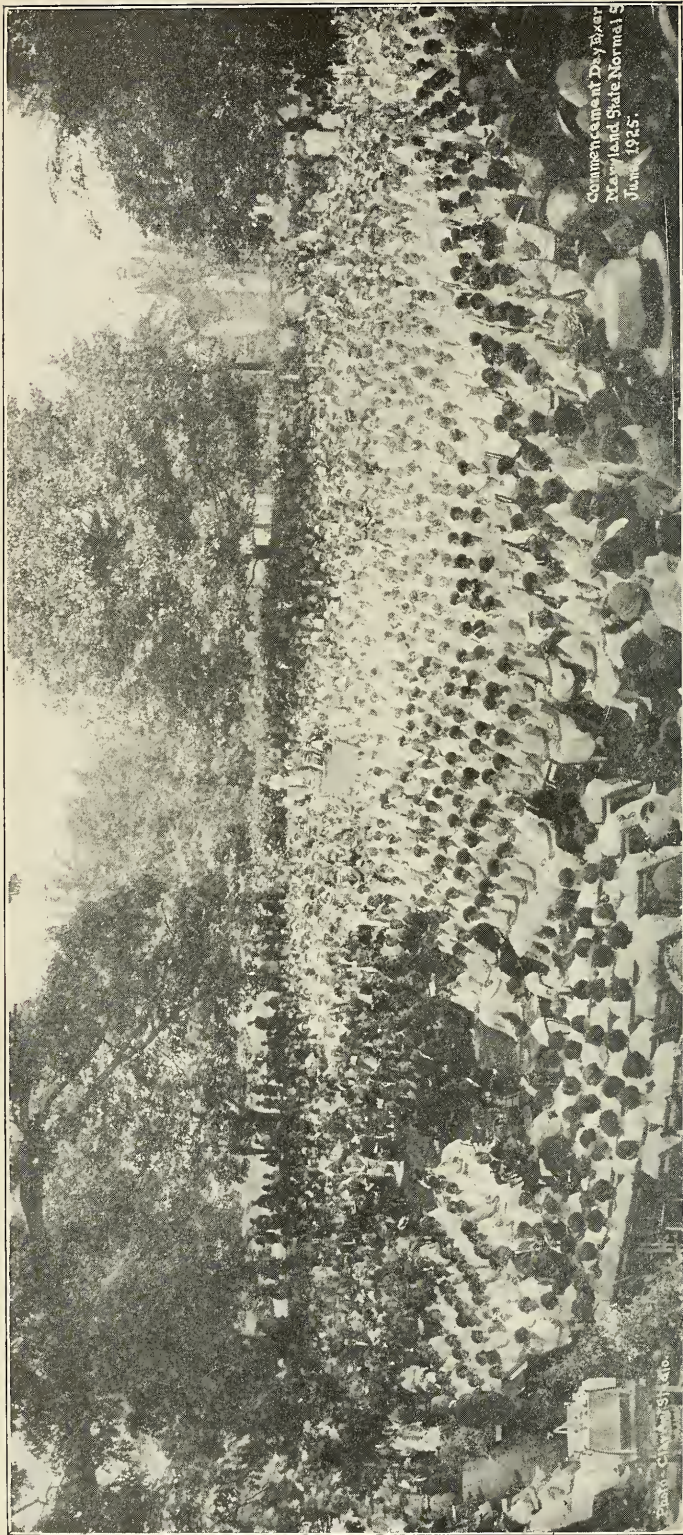
Every county senior is required to spend at least 3 hours a day for 12 weeks in student teaching, a minimum total of 180 hours in the school room. In addition to this, the students have regularly scheduled conferences with the training teachers, with the supervisors of student teaching, music, and athletics, besides individual conferences with other instructors at the Normal School. As a pre-requisite to this course, students must have successfully passed all theory work taken prior to entrance into student teaching.

Students usually spend half of the 12 weeks in the Campus School, half in the county schools. In any case they are given experience in two centers. They are inducted gradually into teaching, by observing, by teaching one class, by teaching several classes, and by finally having charge of a room for two days.

Schools available for county student teaching include the following: on the campus, a graded school of eight rooms; in Anne Arundel County, centers in one consolidated school; in Harford County, a graded school; in Baltimore County, centers in three two-room schools, in one three-room school, and in two graded schools. All affiliated schools in the counties are within daily accessible distance of the Normal School, so that the students may return for conference, for use of the library and for residence. All students are expected to attend at least one parent-



DINING HALL AS IT WAS ARRANGED FOR THE OLD ENGLISH DINNER GIVEN TO THE STUDENTS
AT CHRISTMAS, 1926.



GOVERNOR RITCHIE ADDRESSING THE 1925 GRADUATES AT THE FIRST OUTDOOR COMMENCEMENT EXERCISES, WHEN THE LARGEST CLASS IN THE HISTORY OF THE SCHOOL, CONTAINING 545 GRADUATES, RECEIVED DIPLOMAS.

teacher meeting during the term. As far as possible the students are members of the local community during senior student teaching.

<i>Teaching III—Senior Year—City Students-----</i>	{	DR. AGNES SNYDER
		MISS WOODWARD
		MISS MORRIS
30 hours per week for 12 weeks.		TRAINING TEACHERS

Differentiated course for Kindergarten-Primary and Intermediate Groups.

All students who plan to teach in the City of Baltimore are required to spend one term of 12 weeks, 30 hours per week, in student teaching in the practice centers. Students are given two experiences of 6 weeks each so that they may determine the grade of work for which they are best adapted.

Students are given early assignments to their centers in order that they may make specific preparation for student teaching in related courses taken at the Normal School. Students must present satisfactory units of work for teaching to the teacher of practice before being permitted to teach.

In addition to the daily conferences held at the center by the teachers of training, students are required to meet the director of training once a week to discuss their problems and especially to emphasize the relation of theory and psychology to actual classroom situations. Members of the supervisory staff from the theory department visit the centers frequently and confer with the students in regard to their work. Students are given every opportunity in the schools to which they are assigned to participate in all school functions and to know the life of the community.

GETTING TO TOWSON

The Maryland State Normal School is located at Towson, the county seat of Baltimore County, which is a short distance north of Baltimore City. The School is situated on the York Road, along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line of street cars transferring to the Towson car, whose route eastward and northward to Towson is along Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to York road, to the Normal School grounds.

From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car; ride north; transfer at York Road and Gorsuch avenue to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk to the Normal School.

Students' baggage can be handled through the school office, by special arrangement with a local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.

THE
MARYLAND
STATE NORMAL SCHOOL
AT
TOWSON



CATALOGUE FOR
1925-26, 1926-27, 1927-28, 1928-29
AND
ANNOUNCEMENT
1929-1930

CALENDAR FOR 1929 - 1930

Registration

City Juniors and City Seniors.....	Tuesday, September 3
County Juniors (only).....	Wednesday, September 4
County Seniors.....	Friday, September 6

Regular Schedule of Work for First Term

All Juniors.....	Thursday, September 5
All Seniors.....	Monday, September 9

Dormitories and Towson Homes Open for Resident Students

Resident Juniors.....	Wednesday, September 4
Resident Seniors.....	Friday, September 6

Elementary School

Registration	Friday, September 6
Regular Work	Monday, September 9

Thanksgiving Holidays

Wednesday noon, November 27, to Sunday, December 1, inclusive	
First Term Ends.....	Wednesday, November 27
Second Term Begins.....	Monday, December 2
Carol Singing	Thursday, December 19

Christmas Vacation

Saturday, December 21, to Sunday, January 5, inclusive	
Regular Schedule Followed.....	Monday, January 6
Founder's Day	Wednesday, January 15
Washington's Birthday (celebrated at school).....	Friday, February 21
Second Term Ends.....	Friday, March 7
Third Term Begins.....	Monday, March 10

Easter Vacation

Wednesday noon, April 16, to Monday, April 21, inclusive	
Regular Schedule Followed.....	Tuesday, April 22
Professional Examinations for City Students	Wednesday, May 28, and Friday, May 30
(City students given May 27 and May 29 for study for examinations)	
Senior Class Schedule Ends (all students).....	Friday, June 6
Junior Class Schedule Ends.....	Wednesday, June 4
Third Term Ends.....	Friday, June 6
Elementary School Closes.....	Monday, June 9

Commencement Week

State Volley Ball Meet, under auspices of P. A. L.	
Visiting Volley Ball Teams, Thursday, June 5, to Saturday, June 7	
Alumni Day and Dinner.....	Saturday, June 7
Baccalaureate Sermon	Sunday, June 8
Class Day	Monday, June 9
Commencement, 11.00 A. M.....	Tuesday, June 10

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STATE BOARD OF EDUCATION AND TRUSTEES
of the
MARYLAND STATE NORMAL SCHOOL AT TOWSON

1929-1930

DR. HENRY M. FITZHUGH, *President*
Westminster

ALBERT S. COOK, A. M., L.L.D., (University of Maryland)
State Superintendent and Secretary of the Board
Towson

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Baltimore

THOMAS CHAMBERS
Federalsburg

MARY E. W. RISTEAU
Sharon

EMORY L. COBLENTZ
Frederick

EDGAR MCMASTER
Pocomoke City

TASKER G. LOWNDES
Cumberland

The Towson Normal School Committee

DR. HENRY M. FITZHUGH, *President*

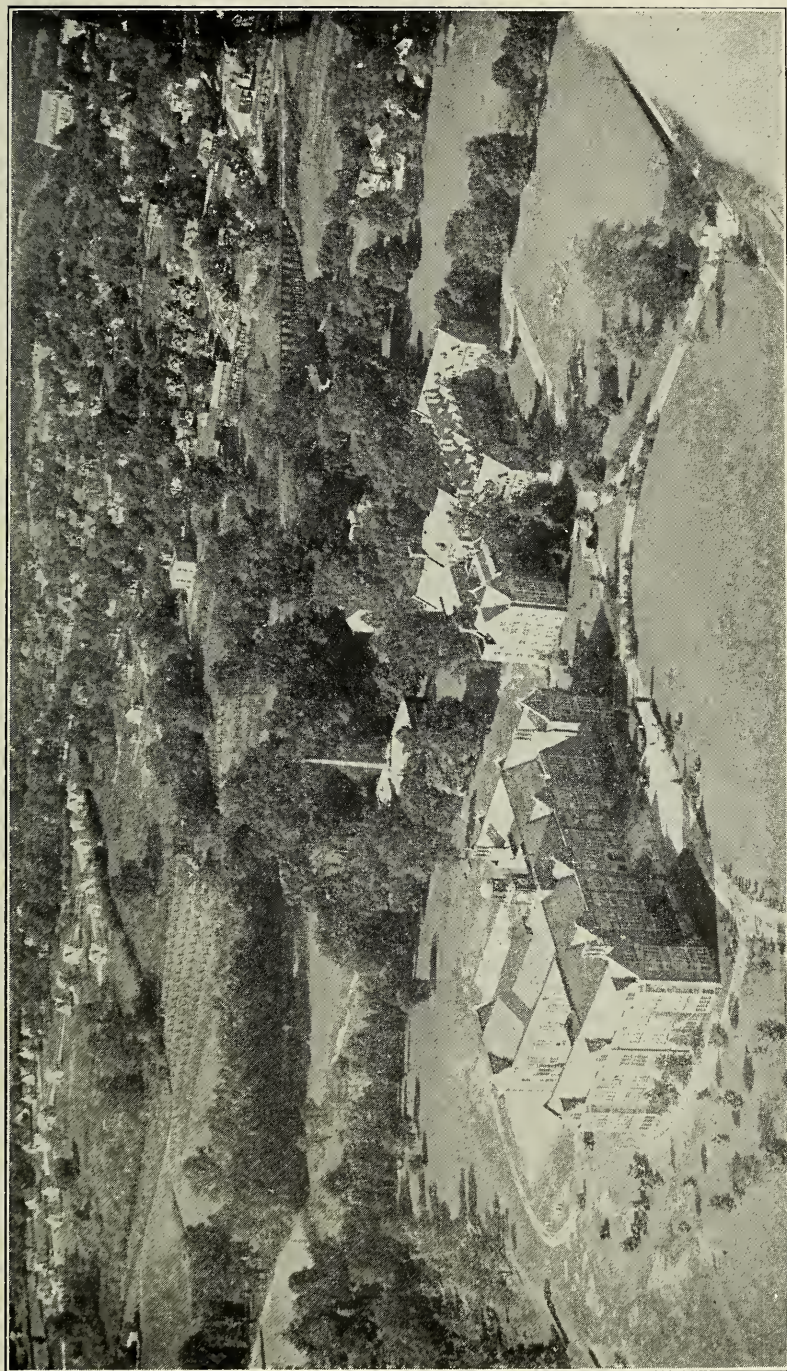
ALBERT S. COOK

DR. J. M. T. FINNEY

MARY E. W. RISTEAU

EMORY L. COBLENTZ

LIDA LEE TALL, *Principal*



AIRPLANE VIEW OF THE MARYLAND STATE NORMAL SCHOOL AT TOWSON



THE ADMINISTRATION BUILDING CONTAINS OFFICES, CLASS ROOMS, AUDITORIUM, LIBRARY, AND THE CAMPUS ELEMENTARY SCHOOL. IT IS THE LABORATORY FOR THE TRAINING OF OUR STUDENTS.

FACULTY

1929-1930

- TALL, LIDA LEE.....*Principal*
B. S., Columbia University; Litt. D., University of Maryland.
- DOWELL, ANITA S.....*Assistant to the Principal, Health Education*
A. B., Goucher College; A. M. and Diploma in Health Supervision,
Columbia University
- BADER, HARRIET A.....*History and Geography*
Diploma, Normal School, Terre Haute, Indiana; A. B., Terre
Haute, Indiana; A. M., Columbia University.
- BIRDSONG, NELLIE W.....*Psychology*
Diploma, Normal School, Richmond, Va.; B. S. and A. M.,
Columbia University.
- BLOOD, PEARL.....*Geography*
Diploma, Brockport Normal School, New York; A. M.,
Columbia University.
- BROWN, STELLA E.....*Director of Rural Practice*
Diploma, Maryland State Normal School at Towson; B. S. and
A. M., and Diploma, Elementary School Supervision,
Columbia University.
- COBB, LEILA M.....*Supervisor of Rural Practice*
B. S. and Diploma in Elementary Supervision,
Columbia University.
- COOK, CATHERINE N.....*Assistant in Tests and Measurements*
A. B., Sweet Briar College, Virginia; A. M., Columbia University
- COWAN, HELEN IRENE.....*History*
A. B., Toronto University; A. M., Columbia University.
- CRABTREE, EUNICE K.....*English*
A. B., A. M., George Washington University.
- DANIELS, ELNA.....*Individual Gymnastics*
A. B., Barnard College; A. M., Columbia University.
- DUNLAVY, PAULINE.....*Art*
B. S., State Teachers College, Springfield, Missouri
- HAMM, LELA M.....*Penmanship (Part-Time Teacher—1928-1929)*
Diploma, Michigan State Normal College; B. S., Detroit
Teachers College.
- KEYS, LOUESA J.....*Health Education*
B. S., Illinois University.
- MACDONALD, HAZEL.....*Music*
- MEDWEDEFF, MINNIE V.....*Biological Sciences*
Diploma, Baltimore Teachers Training School,
A. B., Goucher College; A. M. and Diploma in Science
Supervision, Columbia University.
- MINNEGAN, DONALD.....*Physical Education for Men*
B. P. E., Springfield College, Springfield, Mass.

- RUTLEDGE, PAULINE.....*Kindergarten-Primary Education*
Diploma, Teachers Training School, Baltimore City;
B. S., Johns Hopkins University
- MUNN, ALICE.....*English*
B. S., Columbia University.
- ORCUTT, ELEANOR V.....*Mathematics*
A. B., Goucher College
- OSBORN, MARY L.....*Librarian*
Diploma, Geneseo State Normal School, New York; Diploma,
Library School of New York Public Library
- PRICKETT, ELMA.....*Music*
Public School Music Diploma, Piano Diploma and A. B., Iowa
State Teachers College; A. M., Columbia University.
- RICHARDSON, CHARLOTTE.....*Art*
Diploma, State Normal School, Westfield, Massachusetts;
B. S., Columbia University.
- ROACH, MARY E.....*Physical Education*
Diploma, Central School of Hygiene and Physical Education,
New York City.
- SAMMIS, ETHEL E.....*Physical Education*
Diploma, Central School of Hygiene and Physical Education,
New York City.
- SCARBOROUGH, MARY HUDSON.....*Mathematics*
Diploma, Maryland State Normal School at Towson; A. B.,
Goucher College; A. M. and Diploma in Supervision of
Mathematics, Columbia University.
- SCHROEDER, LOUISE H.....*Private Vocal and Instrumental Music*
Certificate, Peabody Conservatory of Music.
- SNYDER, AGNES.....*Head of Department of Education; Introduction to
Teaching; History and Principles of Education*
Diploma, Teachers' Training School of Baltimore; B. S., A. M.,
Ph. D., Johns Hopkins University.
- STAPLETON, HELEN C.....*English*
A. B., Goucher College.
- STEELE, IRENE M.....*Principal, Campus Elementary School*
Diploma, Maryland State Normal School at Towson;
B. S. and A. M., Columbia University.
- VAN BIBBER, LENA C.....*History*
Diploma, Maryland State Normal School at Towson; B. S.,
Columbia University; A. M., Johns Hopkins University.
- WALTHER, E. CURT.....*Head of Subject Matter Department, Geography*
A. B., Cincinnati University; A. M., Columbia University.
- WEYFORTH, EMMA E.....*Music*
A. B., Goucher College; Student, Peabody Conservatory of Music.
- WOELFEL, NORMAN.....*Educational Measurements and Psychology*
Diploma, Buffalo State Normal School, New York; B. S. and A. M.,
Columbia University.
- WOODWARD, HAZEL.....*Director of City Practice Centers*
A. B., University of Minnesota; A. M., Columbia University.
- To be filled*Reading (English—V)*

CAMPUS ELEMENTARY SCHOOL FACULTY

Observation, Demonstration and Student Teaching Laboratory

1929-1930

STEELE, IRENE M.	Principal
Diploma, Maryland State Normal School at Towson; B. S. and A. M., Columbia University.	
COOK, CATHERINE N.	Assistant in Tests and Measurements
A. B., Sweet Briar College, Virginia; A. M., Columbia University.	
DURLING, DOROTHY	Kindergarten
A. B., Goucher; A. M., Columbia University.	
To be filled	First Grade
LYNCH, MARY NORRIS	First Grade
Diploma, Maryland State Normal School at Towson	
To be filled	Second Grade
YOUNGBLOOD, RUTH	Third Grade
Diploma, State Teachers College for Women, Milledgeville, Georgia.	
LOGAN, ELLA	Fourth Grade
B. S., Johns Hopkins University.	
TREUT, ALVINA	Fifth Grade
Diploma, State Normal School at Towson, Maryland; B. S., Columbia University.	
ARTHUR, ELSIE RUTH	Sixth Grade
Diploma, State Teachers' College, Oshkosh, Wisconsin; B. S., Columbia University.	
PHIPPS, WILLIAM F.	Seventh Grade
First Grade State Certificate (Maryland).	
VENABLE, HELEN W.	Clerk

Library

OSBORN, MARY L.	Librarian
Diploma, Geneseo State Normal School; Diploma, Library School of New York Public Library.	
HOLT, GERTRUDE	Assistant Librarian
Library Course, New Jersey Library Commission, Asbury Park, N. J.	
STITZEL, FURN	Assistant in Library
Diploma, Maryland State Normal School at Towson.	
YODER, MERLE	Assistant in Library
Diploma, Maryland State Normal School at Towson.	
PARRISH, M. ISABEL	Assistant in Library
A. B., Goucher College.	

Office

Principal's Office:

GILBERT, ADDA LOUISE	Secretary to Principal
RUSSELL, CHARLOTTE	Stenographer
HARTLEY, DOROTHY E.	Clerk

Registrar's Office:

CARLEY, GERTRUDE.....*Registrar and Business Manager*
 DEBAUGH, AGNES.....*Assistant to Registrar*
 RAWLINGS, CATHERINE.....*Business Clerk*
 HARTLEY, ETHEL.....*Clerk*

Dormitory

SPERRY, RUTH C.....*Social and Dormitory Director*
 B. S., Columbia University.

GROSS, LENNA.....*Assistant Dormitory Director*
 Certificate in Institutional Management, Simmons College.

To be filled*Dietitian*

To be filled*Assistant Dietitian*

HELD, RUTH A.....*Dormitory Clerk*

WHEELER, ROSE LEE.....*Assistant at Switchboard and Postoffice Clerk*

Infirmary and Health Service

To be filled*Resident Physician*

To be filled*Resident Nurse*

Affiliated Training Centers—Baltimore City**1928-1929**

THOMPSON, ZELMA G.....*Kindergarten, School No. 25*
 Diploma, Baltimore Kindergarten Training School.

GRIFFITHS, MRS. ELLEN STACK.....*Kindergarten, School No. 214*
 Diploma, Baltimore Teachers Training School.

BOWERMAN, MARJORIE G.....*First Grade, School No. 214*
 Diploma, Baltimore Teachers Training School

SHANK, ELEANOR R.....*First Grade, School No. 65*
 Diploma, Maryland State Normal School at Towson

WATTS, VIRGINIA.....*First Grade, School No. 97*
 Diploma, Baltimore Teachers Training School.

SUTHERLAND, MARGARET G.....*First Grade, School No. 97*
 Diploma, Baltimore Teachers Training School.

SETH, MRS. EMMA N.....*Second Grade, School No. 51*
 Diploma, Baltimore Teachers Training School.

LILLY, MARY J.....*Third Grade, School No. 97*
 Diploma, Maryland State Normal School at Towson.

WALLACE, MARIE E.....*Third Grade, School No. 51*
 Diploma, Baltimore Teachers Training School.

JOHNSTONE, ISABELLE M.....*Fourth Grade, School No. 22*
 Diploma, Baltimore Teachers Training School.

McGINITY, SARAH F.....*Fourth Grade, School No. 214*
 Diploma, Baltimore Teachers Training School.

MENCKE, MINNIE R.	Fourth Grade, School No. 65 Diploma, Baltimore Teachers Training School.
WALKER, EDITH V.	Fourth Grade, School No. 51 Diploma, Baltimore Teachers Training School.
LAMM, VIOLA S.	Fifth Grade, School No. 213 Diploma, Maryland State Normal School at Towson; Diploma, Baltimore Teachers Training School.
RICHARDS, RUTH	Fifth Grade, School No. 22 Diploma, Baltimore Teachers Training School
STORM, ELIZABETH A.	Fifth Grade, School No. 19 Normal Training Course, Chase City, Virginia.
SWEENEY, HELEN M. A.	Sixth Grade, School No. 213 Diploma, Baltimore Teachers Training School.
GUIDER, H. LOUISE	Sixth Grade, School No. 22 Diploma, Baltimore Teachers Training School.
McLAIN, MARGARET D.	Sixth Grade, School No. 97 Diploma, Baltimore Teachers Training School.

Affiliated Training Centers—Baltimore County

1928-1929

BUCKLEY, MILDRED L.	Primary Grades, Bare Hills Diploma, Maryland State Normal School at Towson.
BUCKLEY, GERTRUDE E.	Intermediate Grades, Bare Hills Diploma, Maryland State Normal School at Towson.
LOGAN, ANNA G.	Intermediate Grades, Baynesville Diploma, Afforby Kindergarten Normal School; Diploma, Maryland State Normal School at Towson.
WRIGHT, SUE	First Grade, Fullerton Diploma, Maryland State Normal School at Towson.
MOON, LOUISE	Second Grade, Fullerton State Teachers' Certificate—Maryland.
GUYTON, M. RUTH.	Fifth Grade, Fullerton Diploma, Maryland State Normal School at Towson.
EWING, MARGARET T.	Intermediate Grades, Pine Grove Diploma, Maryland State Normal School at Frostburg.
BROWN, RUTH M.	Primary Grades, Timonium Diploma, Maryland State Normal School at Towson.
LOGAN, KATHERINE V.	Intermediate Grades, Timonium Diploma, Maryland State Normal School at Towson.
RICH, ALICE	Third Grade, Parkville Diploma, Maryland State Normal School at Towson.

Harford County

WESTERBLAD, MRS. RUTH	Second Grade, Belair State Teachers' Certificate—Maryland.
KELLY, BESSIE	Third Grade, Belair State Teachers' Certificate—Maryland.

Anne Arundel County

WHAYLAND, MRS. ELIZABETH..... *Second Grade, Linthicum*
Diploma, Maryland State Normal School at Towson.

DOWNS, MARY..... *Fifth Grade, Linthicum*
Diploma, Maryland State Normal School at Towson.

FACULTY COMMITTEES

1928-1929

ADVISERS: Anita Dowell, chairman.

ART AND CRAFT CLUB: LEONORA DUNLAVEY, chairman.

ART APPRECIATION FOR LEISURE TIME: Norman Woelfel, chairman;
Nellie Birdsong, Alice Munn, Mary Osborn, Elma Prickett,
Ruth C. Sperry, Helen Stapleton, Emma Weyforth.

ASSEMBLY: Lena C. Van Bibber, chairman; Harriet Bader, Pearl Blood,
Anita Dowell, Pauline Dunlavy, Emma Weyforth, and marshals
and representatives of Student Council.

ATHLETICS: Ethel Sammis, chairman; Elna Daniels, Donald Minnegan,
Mary Roach, Helen Rudd, Robert Shaw, Irene Steele.

BANK: Eleanor Orcutt, chairman; Catherine Cook.

BULLETIN BOARDS: Faculty, Nellie Birdsong; Students, Pauline Dunlavy.

CAFETERIA: Flora Harriman, chairman; Helen Stapleton, E. Curt
Walther.

CAMP FIRE: Jennie Riley, chairman.

CHI ALPHA SIGMA: Honor Society—Minnie Medwedeff, chairman of
Senate.

FACULTY MEETING AND FACULTY LUNCHROOM: Louesa J. Keys, chair-
man; Pearl Blood, Catherine Cook, Flora Harriman, Margaret
Morris, Mary H. Scarborough, Robert Shaw, Martha Sibley.

FIRE REGULATION COMMITTEE: Pearl Blood, chairman for Normal
School; William Phipps, for Elementary School.

GIRLS' CHORUS: Elma Prickett, chairman.

GLEE CLUB: Emma Weyforth, chairman.

HEALTH PROGRAM: Anita Dowell, chairman; Stella F. Brown, Dr.
Dorothy Burdick, Elna Daniels, Flora Harriman, Louesa J.
Keys, Minnie Medwedeff, Mary Osborn, Jennie Riley, Mary
Roach, Ethel Sammis, Agnes Snyder, Ruth C. Sperry, Irene
Steele.

LEAGUE OF YOUNG VOTERS: Lena C. Van Bibber, chairman.

LITERARY SOCIETIES: Helen C. Stapleton, chairman.

ORCHESTRA: Elma Prickett, leader.

PUBLICITY: Alice Munn, director.

MEN'S ACTIVITIES: Robert Shaw, leader.

RELIGIOUS LIFE: Lenna Gross, chairman; Mr. and Mrs. Shaw, Ruth C. Sperry, Elma Prickett, Pauline Dunlavy.

RURAL CLUB: Stella E. Brown, leader.

SCHOLARSHIP AND PERSONNEL COMMITTEES: Norman Woelfel, chairman; Dr. Dorothy Burdick, Gertrude Carley, Anita S. Dowell, Robert W. Shaw, Agnes Snyder, Ruth C. Sperry, E. Curt Walther.

EXTRA CURRICULAR: Ruth C. Sperry, chairman; Harriet Bader, Pearl Blood, Helen Cowan, Eunice Crabtree, Anita S. Dowell, Lena C. Van Bibber, Emma Weyforth.

STAGE: Pauline Dunlavy, chairman; Louise Grove.

STUDENT GOVERNMENT FACULTY COMMITTEE: Lida Lee Tall, chairman; Gertrude Carley, Anita S. Dowell, Agnes Snyder, Ruth C. Sperry, Norman Woelfel.

STUDENTS' REST ROOM: Deborah Weisel, chairman; Louesa J. Keys, Pauline Dunlavy.

TOWER LIGHT: Alice Munn, Managing Editor; Nellie Birdsong, Helen Cowan.

WOMEN'S FACULTY REST ROOM: Mary H. Scarborough, chairman; Helen Butterfield, Monie Gillett, Martha Sibley.

Note: The principal is ex officio a member of all committees.

STUDENT ORGANIZATIONS

1928-1929

Senior Marshals

ELIZABETH NUTWELL, <i>Chairman</i>	HELEN ALLPORT
ANTOINETTE BEHNCKEN	ANNA MILLER
MARION GOLDMAN	JUNE RULLMAN
LILLIAN HOLTSCHNEIDER	WILSON VALENTINE
AARON ROSEN	

Athletic Association

<i>President:</i> MARGARET DICK	<i>Baseball Mgr.:</i> HENSON EVANS
<i>Vice-President:</i> JOHN SEAMON	<i>Track Mgr.:</i> WM. KINNERSLEY
<i>Treasurer:</i> GLADYS MILTON	<i>General Mgr.:</i> JOHN SEAMON
<i>Secretary:</i> HELEN BROOKHART	Women
Men	<i>Fall Mgr.:</i> DOROTHY WHITE
<i>Soccer Mgr.:</i> FRANK FOWBLE	<i>Winter Mgr.:</i> MAY COFFEY
<i>Basket-ball Mgr.:</i> HENSON EVANS	<i>Tennis Mgr.:</i> ELIZABETH GILPIN
<i>Tennis Mgr.:</i> HAROLD GALPERIN	

Bank

ELEANOR CISSEL	GRACE BILLOTTI
INEX SHAPROW	DOROTHY H. ROBINETTE

Camp Fire Girls

<i>President:</i> ALLENE PRUITT	<i>Secretary:</i> EDNA MICHAEL
<i>Vice-Pres.:</i> SARAH BOSTIAN	<i>Social Chairman:</i> JULIET STEVENS
<i>Treasurer:</i> SARA BOWLUS	

Dormitory

House Presidents

Dining Room Committee

<i>Newell Hall,</i> CAMILLA JOHNSON	<i>Chairman:</i> CHARLOTTE EADER
<i>Richmond Hall,</i> CATHERINE BOONE	
<i>Campus Chairman:</i> ANNA SCHUDDEBOOM	
<i>Library Chairman:</i> PEARL RHODES	

Glee Club

<i>President:</i> MILDRED SCHULTZ	<i>Treasurer:</i> GERTRUDE PURNELL
<i>Vice-Pres.:</i> PEARL RHODES	<i>Librarian:</i> GENEVA KRONTZ
<i>Secretary:</i> MARY A. YOUNG	

Honor Society

<i>Pres.:</i> MARGARET ROHRER, 1926.	<i>Secretary:</i> VIRGINIA CHEW
<i>Vice-Pres.:</i> ALICE RICH, 1925.	<i>Treasurer:</i>

Junior Class Officers

<i>Pres.:</i> JOHN H. FISCHER	<i>Secretary:</i> ANNA KAISER
<i>Vice-Pres.:</i> ANNA CAMPBELL	<i>Social Chairman:</i> LOUISE DUER
<i>Treasurer:</i> ELEANOR HARBAUGH	

League of Women Voters

President: LOUISE CLARK *Treasurer:* MARY MACKENZIE
Vice-Pres.: VIRGINIA CHEW *Recording Sec'y.:* MARY PETRY
Corresponding Secretary: REGINA DONOHUE

Rural Club

President: MARGARET NOWELL *Secretary:* LOUISE CONRAD
Vice-Pres.: JULIET STEVENS *Social Chairman:* FRANCES GRIST

Section Chairmen

Junior

Senior

Junior 1—LOUISE BENNER
Junior 2—EUNICE BOWERS
Junior 3—PHILLIP AARONSON
Junior 4—BEATRICE JONES
Junior 5—WILLIAM WACHTER
Junior 6—MARY DUNN
Junior 7—JULIA EVANS
Junior 8—LOIS HELM
Junior 9—MILDRED WILLIAMS
Junior 10—MARY READ

Senior 1—EVELYN GIRARDIN
Senior 2—ADELE HERRMANN
Senior 3—LOUISE BAGWELL
Senior 4—MILDRED BARRETT
Senior 5—GLADYS ADAMS
Senior 6—AMELIA HELLER
Senior 7—ANN GIVVINES
Senior 8—MARJORIE WILLIS
Senior 9—PAULINE CONNOR
Senior 10—MARIE STRATMANN
Senior 11—RALPH YEALY
Senior 12—BARBARA ILGENFRITZ

Senior Class Officers

Pres.: AUGUSTUS HACKMAN *Treasurer:* PAUL GOLDSTEIN
Vice-Pres.: VIRGINIA MAHON *Social Chairman:* MARY CATHERINE
Secretary: MAYSIE ARMSTRONG WILSON
Vice-Social Chairman: RUTH ULMAN

Student Council

General Student Council

Day Student Council

President: HENRY JANSEN
Vice-Pres.: ELIZABETH SCHINDELE
Secretary-Treas.: ANN PEACH

President: VIRGINIA SMITH
Vice-Pres.: DOROTHY MCGURTY
Secretary-Treas.: ANNA STROW
Members at Large: HELEN BROOK-
HART, JEANNETTE WILSON

Dormitory Student Council

President: ANNE SHEPPARD
Vice President: CHARLOTTE EADER
Secretary-Treasurer: ANNE SCHUDDEBOOM
Men's Representative: HERMAN BURTON
Junior Representative: LOIS HELM

Tower Light

Student Editors

Chief: ESTHER L. WEINBACH *Associate:* BLANCHE JACKMAN
Business Manager: J. ARTHUR WOOD

Advertising Staff

Jokes

RUTH ENSOR
MARY MACKENZIE
ELIZABETH FITZ
JEANNETTE WILSON
REGINA DONOHUE

JOSEPH BARLOW
OTTO SVENDSON
Athletics
MAY COFFEY
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Typing Staff

HILDA KESTNER
 PEARL WILHAUCK
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 GLENN STULL
 ADELE SALZMAN

Social

MILDRED BARRETT
Circulation Managers
 STELLA MCGRADY
 HELEN MERCER
 MARGARET MOSS

Y. W. C. A.

<i>President:</i> NOLA HALE	<i>Musical Chairman:</i> LOUISE FOARD
<i>Vice-Pres.:</i> REBECCA CHARLES	<i>Social Chairman:</i> LOUISE BERCH
<i>Treasurer:</i> MARY PETRY	<i>Wardrobe Chairman:</i> ANNA MIL-
<i>Secretary:</i> CLARA EVEREST	LER
<i>Charge of Publicity:</i> ELIZABETH	<i>Under Graduate Rep.:</i> EVELYN
SCHINDELE	ROBEY
<i>Chapel Leader:</i> GWENDOLYN FILES	

Arts - Crafts Club

<i>President:</i> MARGARET BELLAMY, JR.	<i>Member-at-Large:</i> THELMA V.
<i>Secretary:</i> JANE MEYERS, JR.	DAMM, JR.
<i>Treas.:</i> ELIZABETH SCHINDELE, SR.	

Marshals

<i>The Junior Marshals are:</i>	MARY ROHRER
ANNE ROYER	CORA ROVECAMP
KATHERINE CHURCH	MARGARET CROSWELL
ALMA KREIS	LUCILLE MILLER
RUTH HUMPHREYS	HELEN TITTER
SUE RUSSELL	MARY BROOKHART
ANNA GREENGOLD	URATH COCKEY
MARGARET WHITE	MARY READ

WHO SHOULD ELECT TEACHING AS A PROFESSION?

The selection of a life career should be made after careful consideration of all the factors involved. Are you considering the teaching profession? Investigate intelligently at least, along these three lines: (1) The status of teaching in Maryland; (2) the personal qualifications of candidates; (3) the opportunities in the profession.

Status of the Profession in Maryland

In Maryland there are about 5,000 white teachers in elementary schools, of whom 3,047 are teaching in elementary grades in the twenty-three counties and 1,896 in Baltimore City. In the counties, about two per cent. of these are teachers on third grade certificates; about six per cent. on second grade certificates; and 92 per cent. on first-grade certificates. In Baltimore City all are teaching on first grade certificates. The educational objective in a forward looking and progressive State is to place "a trained teacher in every classroom" in the schools of the State. Therefore, to do their duty by the people of Maryland the Normal schools of the State should have in attendance at least one thousand students, so that five hundred trained teachers can be counted upon yearly to take the places of the five hundred teachers who leave the field each year.

Personal Qualifications

High school graduates who elect the teaching profession as their chosen field should be those who have considered all the professional fields; medicine, law, engineering, institutional management, education—and after due study of their own aptitudes for these callings should have decided that the field of education holds for them the greatest possibilities for personal growth, special abilities, and success. Such young men and women will be real students; will love children and will be as interested in developing a child's possibilities as a student of medicine is in studying disease or surgery in its remedial and preventive phases; will possess characteristics of leadership; will, if possible, have a sense of humor; and, above all else, will be straightforward and trustworthy, and willing to seek the truth always.

To this type of high school student the normal schools of the country extend a welcoming hand.

The Good Teacher

At a recent visit to the Belair High School (Harford County), the Senior Class, assembled, analyzed very ably the characteristics of a good teacher. They were challenged to write up their analysis. Here it is:

"The qualifications for a good teacher would naturally lie along two lines—personal and professional. Of the former, personality and char-

acter undoubtedly rank first, particularly including trustworthiness, courtesy, and patience. Of the latter, the ability to control the classroom situation is evidently of prime importance. This can be obtained largely through ability to impart the subject matter in an interesting way, which presupposes an understanding of people, especially children, and an adequate knowledge of the subject matter, with a desire for enriching one's background as opportunity offers. Likewise a fair and impartial attitude tempered with a sense of humor—that peculiar sense which is able to do so much in difficult situations—is necessary."

Opportunities in the Profession

The profession needs leaders, and for these there are always positions open. Professor E. L. Thorndike says that if education could claim five hundred such leaders as medicine has, represented by such men as Maryland's own Dr. John M. T. Finney and Dr. William Welch of the Johns Hopkins Medical School; and Dr. Simon Flexner of the Rockefeller Institute, education would indeed be looked upon with the respect it deserves among the group of professions. Our aim is, "A trained teacher in every classroom in the schools of the country." When this is accomplished other results will follow, and the greatest objective a nation can work for will have been reached—*the stamping out of illiteracy and the giving of an equal opportunity to every boy and girl in the United States.*

Opportunities Within the State

The State law for 1922 raised the minimum beginning salary for elementary school teachers from \$800 to \$950 for a normal school graduate or a teacher with a first-grade certificate, with a bonus of \$100 additional for graduates in charge of one or two-teacher rural schools. The counties vary in the minimum for beginning teachers—from \$950 to \$1,200. At present the beginning salary in Baltimore City and Baltimore County is \$1,200. Positions at the top are open to gifted and experienced teachers, as principals, as helping teachers, as supervisors, and as county superintendents.

The Towson Normal School graduates of June, 1928, numbering 286 (185 from the counties, 197 from Baltimore City, and four from out of the State), have been located as follows: Of the graduates from the counties 39 per cent. were placed in one-teacher schools; 14 per cent. in two-teacher schools and 47 per cent. in graded schools. About 80 per cent. returned to teach in their home counties. The supply for the county vacancies is still not large enough to meet the demand. Of the graduates from the city, by January, 57 were placed in the city schools and 16 accepted county appointments.

However there were one hundred and fifty more vacancies to be filled than the total number of the graduates of all three State Normal Schools combined. This means a shortage in enrollment and not a surplus.

HISTORY

The Maryland State Normal School at Towson, the oldest and the largest institution in the State of Maryland for the training of elementary school teachers, was created by the Legislature of 1865, and opened on January 15, 1866. It was for a long time Maryland's only institution exclusively devoted to the preparation of teachers for public schools. The old Normal School building, which housed the school on Lafayette Square, in Baltimore, from 1876 until 1915, is gratefully remembered by hundreds of Maryland teachers, and it still stands as one of the most interesting landmarks in the history of public education in Maryland.

In June, 1924, by an arrangement of the Baltimore City School Board with the State Board of Education, the Training School for Teachers in Baltimore City was closed and plans were effected so that all the senior students of the Teachers Training School would finish their required second year at the State Normal School at Towson and all new city students from the high schools would henceforth enroll regularly in the State Normal. The enrollment in September, 1924, numbered 510 from Baltimore City and 614 from the counties of the State, a total of 1,124 students. The year 1924-1925, therefore, is an historic milestone in the development of the school, and in teacher training particularly.

LOCATION AT TOWSON

In the Autumn of 1915 the school was moved into splendid new quarters in South Towson, in Baltimore County, where, under the supervision of the Maryland State Normal School Building Commission, the State made an educational investment of more than \$840,000. This location is ideal. The grounds, 88 acres in extent, comprise beautiful lawns, athletic fields, woodland, residence halls, and truck gardens contributing to the support of the residence halls. There is abundant opportunity for healthful outdoor recreation, for connecting up school instruction with field study of the real things of nature, and for gaining practical knowledge and experience from the various regular and extra-school activities of the institution.

Though entirely removed from Baltimore, the school is near enough to Maryland's great city to permit of trolley trips to Baltimore for visits to the art galleries, for attendance upon concerts and lectures, and for other cultural purposes. From time to time, also, on Saturdays and holidays, boarding students may conveniently meet their parents for a day together in Baltimore. Moreover, the mail, express and other conveniences of Towson are immediately at hand; and the schools of Baltimore (for the city students), and the county schools at Timonium, Baynesville, Ridge, Belair, Linthicum Heights, and other nearby places (for the county students), afford opportunities to visit typical urban, suburban and rural schools, and to develop practice teaching under normal conditions.

BUILDINGS

The main buildings are the Administration Building, Newell Hall, Richmond Hall, the Cottage, and the Power House.

Administration Building

The Administration Building contains the executive offices, reception rooms, auditorium, lecture rooms, classrooms, laboratories, the library, and the cafeteria and dining room for the accommodation of day students. In this building also is located the Elementary School that serves as the laboratory school for demonstration, observation and practice work, it being a regular kindergarten and seven-grade suburban school for children living in the Towson district immediately surrounding the school, and for children from Baltimore City in the proximity of the school.

The Library

The main floor of the north wing of the Administration building is devoted to library purposes. The two large reading and circulation rooms and the combined reference room and office together house a collection of nearly 30,000 volumes. Most of these are circulated for overnight or weekly use, but several thousand, stored on a mezzanine floor, may be drawn for a term of twelve weeks.

In the main room are found a small, carefully chosen fiction collection, a juvenile collection, and the books on arts, literature, and the social sciences, including geography, history, biography, and travel.

In the annex are the special groups of psychology, education, and science, as well as the reference files of magazines. Here, too, are found the current magazines, the list of which includes all the "Quality Group," plus the best educational and current event titles.

Practice in the use of the library is assured by assignments from all departments, covering required work, supplementary reading, and the use of periodicals and indexes. All sections of entering Juniors receive instruction in the use of books and libraries, with explanation of the Dewey Decimal Classification and the catalog.

By arrangement with the elementary school, a children's room is maintained, where story-telling and library work with all the grades is demonstrated. Students have the privilege of observation and occasional participation in story-telling and the conduct of library periods.

THE BOOK SHOP

Under the management of the school there is run a Book Shop for the convenience of the students, where such materials as notebooks, pencils, paper, mimeographed outlines of courses, books, stationery, postcards, and souvenirs are sold. The Book Shop assists the successive classes in handling their class pins and class rings, and is available for service to the students generally.

LIVING ACCOMMODATIONS

Newell Hall

Newell Hall, the main dormitory, is constructed on a plan affording room and bath facilities quite superior to those ordinarily found in even the best of the private boarding schools and colleges. The unit of the plan, fully carried out on the first two floors, is a pair of rooms with commodious bath between them. Rooms accommodate two or three students. The third floor has the common dormitory arrangement of group baths at the two ends of the corridor. Newell Hall will house two hundred and eighty students.

The Infirmary and Health Service

In Newell Hall a suite of five rooms, four for the women students and one for the men, at the extreme southeast end of the main corridor of the building, where there is much privacy and sunlight, is set aside for infirmary purposes, and here, any student taken sick may be cared for, if necessary, away from all other students. There is a special diet kitchen for the infirmary service; and there are a full-time physician and a trained nurse in residence.

Richmond Hall

Richmond Hall, named after the former principal, Sarah E. Richmond, beloved and honored by all the Alumni for her long connection of fifty-five years with the school, adjoins Newell Hall. It was completed September, 1924. This Hall accommodates 130 students in comfortable rooms, most of which are for two students. There are a few single rooms, and sleeping porch accommodations for sixteen students. The new social room on the first floor provides a restful and homelike place where students may enjoy their leisure time or receive their friends.

The Dining Room

The present dining room in Newell Hall has been enlarged by the addition of two attractive wings. These allow for the seating of 500 students where before only 180 were accommodated at a sitting. Luncheon is served cafeteria style, but breakfast and dinner are service meals when all are seated. In this way the courtesies of table conduct and social life become a part of the regular student life.

The Out-of-Dormitory Accommodations for Men

There is no campus dormitory for men. But the citizens in Towson have generously opened their homes, and as a result students are placed in most comfortable boarding houses. This arrangement is followed in all college towns where enrollment exceeds dormitory capacity. A list of available rooms is furnished to parents upon request, and the Towson boarding students will assume responsibility for renting and paying for rooms during the school year. Such students, living in Towson homes, pay \$72 per year to the school for meals and laundry and approximately

\$3 a week to the Towson hostess. It costs about \$12 more to room in Towson than in the dormitory because the hostesses must be paid for their rooms during the Christmas and Easter holiday periods.

Dormitory Policy for Entrance and Withdrawal of Baltimore City Students Made in 1928-1929

City students living at a distance which necessitates the taking of three cars to reach the school, or two cars with a walk of a city block between transfers, after approval by the State Board of Education, may reserve rooms in Towson or in the dormitory, if rooms are available there. If rooms are available in the dormitory, they must be filled first.

City students assigned to rooms in Towson in September will be transferred to the dormitory if any vacancies occur there before October 1.

City students who enter the dormitory or take rooms in Towson will be expected to remain for the entire school year and not change their status to that of day students at the end of any term. Only City Seniors in practice may transfer to their homes during the term of teaching.

Dormitory Policy for County Boarding Students

County students who have reserved a room and have entered the dormitory must hold their reservations for the year unless withdrawing because of weak scholarship or ill health. They may not withdraw to become day students, except for change of residence.

County or city students entering the dormitory after October 1, will be expected to remain for the entire school year.

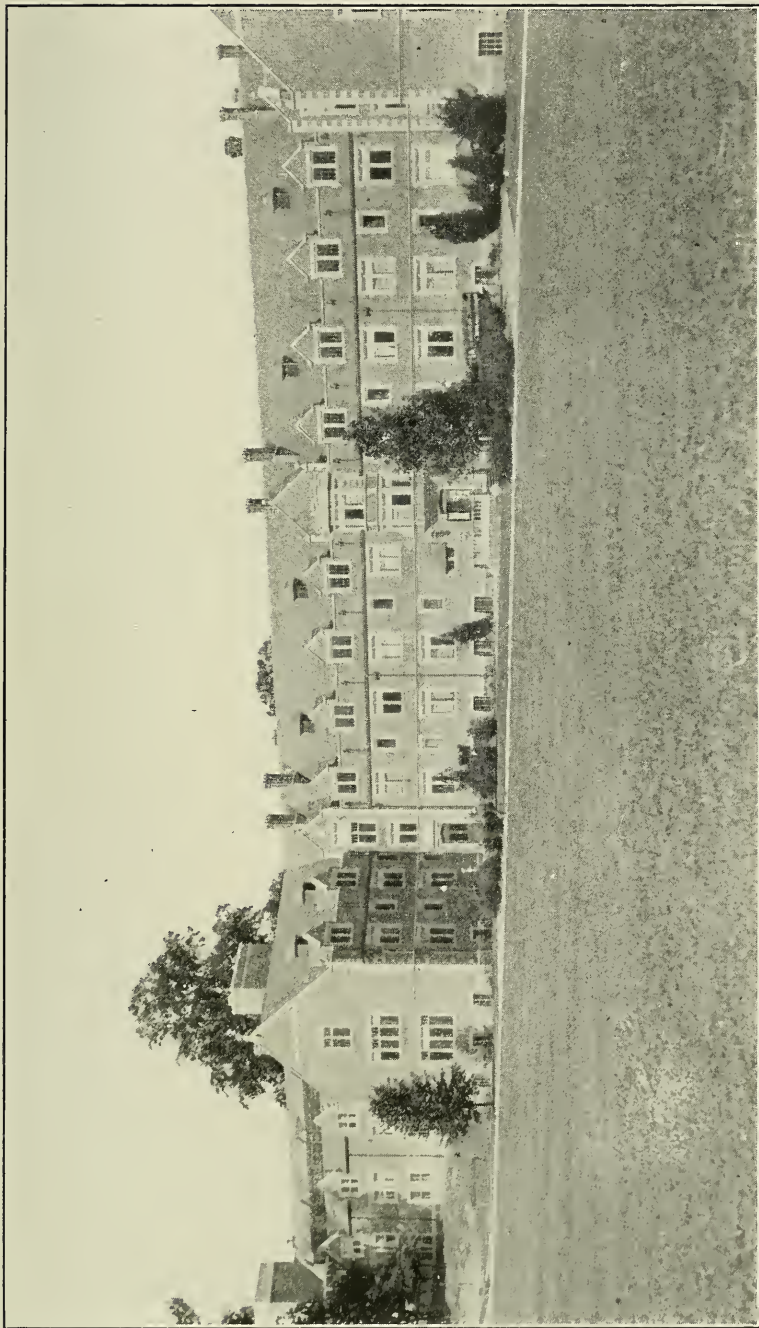
Supervision of Resident Students

(The term, "Resident Student" includes all dormitory and Towson boarding students).

The regular hours of the school day are from 9.00 A.M. to 4.00 P.M.; and day students upon completing, each day, any assignment they may have after 3.00 P.M. are free to leave for their homes, and the school is held for no further responsibility toward them.

Day students are expected to abide by the rule that they will not accept automobile rides with strangers en route to and from the school.

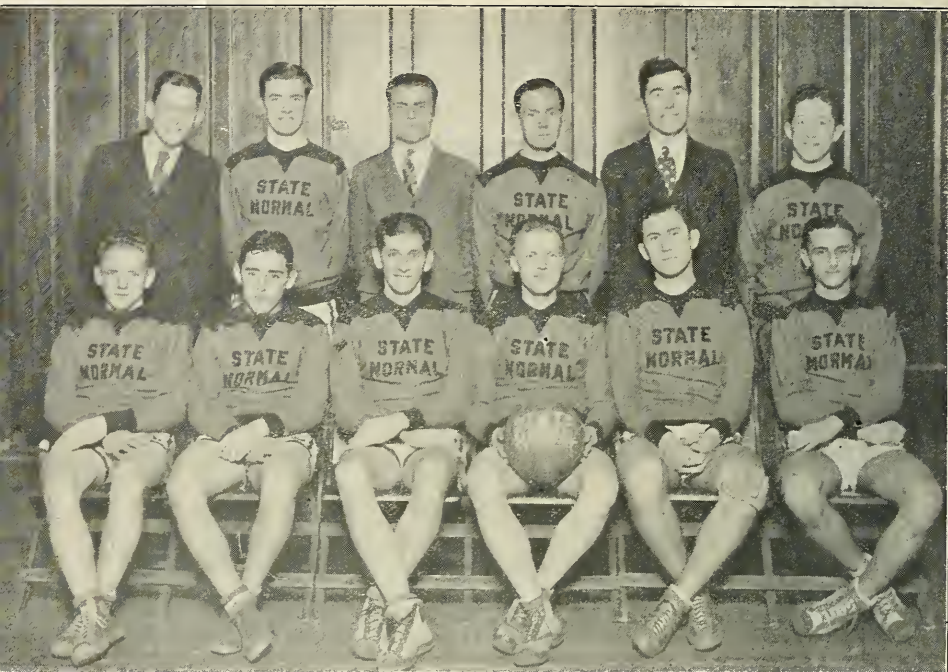
Over the resident students, the instructors, the officers of the dormitories and the hostesses in the Towson boarding homes exercise the customary residence hall supervision and guidance, so that parents may feel assured that their daughters and sons are in the hands of careful, responsible and experienced institutional directors. To this end the hours of the day outside of school hours are systematically arranged in a program of recreation and study or other appropriate duties, efforts being made to have every student interested to a proper extent in recreation and social activities as the needful supplement to study and recitation.



RICHMOND HALL

NEWELL HALL

DORMITORY STUDENTS AT THE MARYLAND STATE NORMAL SCHOOL AT TOWSON LIVE IN THESE BUILDINGS



THE 1929 MEN'S BASKET-BALL TEAM



THE 1929 HOCKEY TEAM

Because these social and recreative activities among students themselves, added to the serious program of studies assigned each class, are considered sufficient to occupy the whole time of everyone in the dormitories, visits of outside persons are not encouraged on school days or nights. Visitors are, however, received on Friday and Saturday evenings, and Sunday afternoons; but students must register their visitors, so that whenever it seems desirable, parents may be informed of the guests their sons and daughters are entertaining.

A printed form concerning week-end privileges is filled out by the parents. *Parents are earnestly requested not to ask for week-end home privileges for their sons and daughters oftener than once a month.*

Social functions, such as class entertainments, teas, receptions and dances, are planned for all students under faculty chaperonage as a valuable means of promoting the education of the students in their social life, a very necessary element in the future teacher's equipment.

Attention to the religious interest of the students is given in the form of regular, but voluntary, chapel exercises in the school and Sunday vesper services in the dormitory. Cordial co-operation is sought between the school and the ministers of the various churches in Towson and Baltimore, so as to encourage the boarding students to attend regularly the church and Sunday school service of their choice.

There is an active Y. W. C. A. organization among the students.

The dormitory is managed partly through a student government organization which is an interesting development of the last five years.

COST AND DORMITORY REQUIREMENTS

For Boarding Students

To encourage capable and ambitious young women and men to enter the profession of teaching and devote some years, if not a life time to service in public schools, the State offers all the advantages of the splendid Towson plant, free of any tuition fee. All students who now enter are classed as scholarship students, since any worthy Maryland student, duly certified through scholarship and character as prepared to undertake Normal School work, may obtain admission to the school simply by agreeing to the obligation to teach in the public schools of Maryland for at least two years after graduation. The entrance requirement is 15 points of high school credit and an average of scholarship of college grade plus the recommendation of the principal. Any other student not so qualified may request admission; he will then be submitted to an examination; if he passes the examination he will be admitted on probation.

Dormitory students admitted to rooms in the residence halls are given room, board and laundry, and personal care at the rate of only \$5.00 per week. This charge for the scholastic year of 36 weeks amounts to \$180.00, payable in two equal installments in advance, \$90.00 on the opening day in September and \$90.00 on February 1. In addition to this, four fees, to be paid every year, are required: A \$5.00 registration

fee, a \$5.00 laboratory fee, a \$5.00 health fee, and a \$5.00 library service fee. A \$5.00 breakage fee also is deposited by each student but this fee is refunded when the student completes the course if no breakage is charged against the student.

Health Fee

The \$5.00 health fee is really a health insurance expedient, for by this fee the health of the student will be carefully safeguarded. In order to discover remediable, as well as serious physical defects, every student is given a thorough physical examination upon entrance and parents are notified about the results of these examinations. A second thorough examination is given during the Senior Year. A student is expected to correct defects within seven months after entering the school. We aim to produce healthy bodies as well as trained minds. A physician and a trained nurse are regularly employed as full-time members of the staff, and doctors' bills for petty ailments are met out of this fund. If, however, a student is ill enough to be sent to a hospital, to need X-Ray or special treatments, the school does not assume responsibility for such expenses. All contagious disease cases are sent immediately to Sydenham Hospital or the Johns Hopkins Hospital, after parents have been consulted.

Library Service Fee

During the past four years, the service of the library has quadrupled. It affords to students not only a storehouse of books, but a laboratory of tools and equipment for teaching and working out their special problems. A unique library service such as this school offers, dealing with books, magazines, pamphlets, pictures, illustrative material, and music records, requires special aid and equipment. Accordingly, a fee for library service, somewhat of the nature of a laboratory fee, is being charged to each student. Text books are furnished free.

Breakage Fee

A breakage or property deposit of \$5.00 is required of all students. This will be refunded at the close of the two-year course if the student has not broken or destroyed any of the school or dormitory furniture or furnishings.

Room Reservation Fee

A room reservation fee of \$10.00 is required each year of all applicants who desire to board at the school. This fee is deducted from the fixed charges upon entrance.

Cost for Day Students

Day students will pay only the four fees: registration, laboratory, library service, and health. They will deposit the breakage fee, which will be refunded at the end of their two years' stay, just as is done in the case of the boarding students, if no damages are charged to the student.

Day students can obtain wholesome hot lunches in the school cafeteria at a very low charge.

Cost and Boarding for Out-of-State Students

Students residing out of the State of Maryland may enter the Normal School upon presentation of their required high school credits and receive free tuition provided they pledge to teach two years in the State after graduating from the school. It is, however, necessary that a bond be furnished to the amount of \$600.00, which will be returned when the pledge to teach the two years has been fulfilled. This \$600.00 represents the difference between the amount the student pays and the actual cost per student and assures the State that it will not lose in case the pledge is broken. The Fidelity Bonding Company attends to this matter for the school, and for its services the student pays \$10.00 a year for four years—the two years the student attends the school and the two years he or she teaches in the State of Maryland. The \$600.00 does not necessarily have to be paid in cash, but the security offered must be negotiable. No real estate collateral is accepted. This bond must be arranged for before the end of the first week of school, and Mr. Ernest C. Hatch, agent for the Fidelity Bonding Company, Towson, Maryland, will be glad to furnish any further information that may be desired.

Special Music Instruction

Individual music instruction, if desired, can be arranged for at the school. For this instruction there are special rates according to the instrument and the size of the group. There may be group instruction and individual instruction. Individual instruction is more expensive than group instruction.

Personal Expenses

There are, of course, other expenses incident to college life: Class dues (from \$1.00 to \$2.00 each year), Athletic Association dues (\$2.00), Literary Society dues, club dues, etc. A regular allowance should be provided by the parents for these and other personal needs, the minimum amount to be not less than \$1.00 a week or, preferably, \$50.00 for the year.

Students' Library

As a part of his professional equipment before receiving his diploma, each student will be asked to present to the faculty committee on student libraries a group of professional books which he has purchased as aids to teaching. The school, through its faculty, will prepare lists of the latest and best books on each subject to aid students in making their choices. Books which are purchased through the school may be bought at a substantial discount from the list price. A minimum amount to be expended on such book purchases is tentatively set at \$10.

What to Bring With You

Every student must furnish for personal use: towels; toilet soaps; bureau scarfs; a quilted pad for the bed, size 72 in. by 30 in. (these can be purchased in the School Book Shop); *one pair of blankets*. Each student should also bring two laundry bags, two tumblers, two spoons, and six table napkins.

The required uniform for athletics is: Two all-white middy blouses, a black tie, a pair of black or dark blue bloomers, black stockings (not silk but lisle or cotton) and white tennis shoes (sneakers). Knickers may not be worn for athletic work. Each student must be provided with shoes and rubbers or high arctics so as to be properly protected for bad weather. Bloomers must not be worn in any classrooms other than in the gymnasium.

Each student will be furnished with one new electric bulb for the room at the beginning of the year—these must be replaced when burned out. No electric stoves, curlers or electrical appliances, except student lamps of standard make, are permitted. Gas-jets on each dormitory floor are provided for the heating of curling irons and a self-service hair dressing room and a students' laundry are fully and conveniently equipped, and located on the lower floor of Newell Hall. No cooking is allowed in students' rooms. Neither is laundering allowed in rooms—it must be done in the students' laundry. A charge of \$1.00 is made to all boarding students for the use of this laundry.

Women students are allowed the following pieces of laundry each week: 2 sets of underwear; 2 brassiers; 2 slips; 1 middy blouse; 2 gowns; 3 towels; 1 wash cloth; 2 table napkins. Stockings and handkerchiefs will not be laundered in the main laundry. No substitutions may be made in this list.

The following is the list of the laundry allowed to men students per week: 2 pieces of underwear; 2 pairs of socks; 6 handkerchiefs; 3 towels; 3 shirts; 6 soft collars; 2 pairs of pajamas; 1 wash cloth.

All extra laundry must be paid for at commercial rates.

Woven laundry markers of a standard make, with student's name, must be attached to all articles. These may be purchased from any department store. All students are responsible for securing these and attaching them to their garments before coming to the school.

Men students wear their coats for all classroom recitations and in the dining room; sweaters may be worn only on the athletic field and campus and in the men's own rooms, except that on Saturday morning sweaters are permitted in the dining room.

What Not to Bring With You

No boarding student will be permitted to house a personally owned automobile on the campus or in Towson for his or her permanent use.

LOAN SCHOLARSHIPS

"Borrowing for an Education is a Good Investment."

There are a number of loan scholarships which are available to students whose credentials are satisfactory. The Sarah E. Richmond Loan Scholarship Fund was established by the Alumni of the school in memory of Sarah E. Richmond, for 55 years connected with the school as student, teacher, principal, and dean of women. The Reese Arnold

Memorial Loan Scholarship, the Lillian Jackson Memorial Loan Scholarship, and the Esther Sheel Memorial Loan Scholarship (class of 1927) were established by the students of the school in memory of classmates who died. The Normal Loan Scholarship and the Pestalozzi Loan Scholarship were established by the Normal and Pestalozzi Societies, and the Class of 1925 Loan Scholarship was a gift from the Senior Class of that year. The Carpenter Memorial Loan Scholarships, preferably for men, were established by Mrs. John Carpenter, of Wellsville, New York, in honor of her husband who was greatly interested in teacher-training.

The Washington County Unit of the Alumni Association gave in May, 1929, \$100.00 to the loan funds as a permanent scholarship. This Unit had already loaned this money to one of our most promising graduates and when it was repaid the \$100.00 was turned back to the school to lend again to some deserving applicant, preferably a Washington County high school graduate.

A student requesting a loan from any of the scholarship funds should apply for an application form. It will be necessary for such an applicant to show evidence that the loan is a real necessity in order that he or she may become a student of the school. In addition to certain letters of recommendation which must be filed with the application form, the scholastic standing of the student in high school is also given careful consideration. The loans are made at 6% interest and repaid in two installments after graduation and during the first two years of teaching experience.

The funds are as follows:

Name	Amount	When Available
1. The Sarah E. Richmond Loan Fund-----	-----	1927-1928
2. The Lillian Jackson Memorial Loan Fund-----	\$50.00	1927-1928
3. The Carpenter Memorial Loan Fund-----	402.00	1927-1928
4. Class of 1925 Loan Fund-----	90.00	1927-1928
5. The Reese Arnold Memorial Loan Fund-----	100.00	Sept. 1928
6. The Martha Richmond Junior Loan Fund-----	180.00	Sept. 1929
7. The Normal Literary Society Loan Fund (Class of 1925)-----	100.00	Sept. 1929
8. Pestalozzi Loan Fund (Class of 1926)-----	100.00	1927-1928
9. General Scholarship Fund-----	175.00	Sept. 1929
10. Esther Sheel Memorial Loan Fund-----	500.00	Sept. 1929
11. Washington County Alumni Unit-----	100.00	Sept. 1929

SUMMARY OF FEES

Registration fee (required of all students)-----	\$5.00 per year
Laboratory fee (required of all students)-----	\$5.00 per year
Health fee (required of all students)-----	\$5.00 per year
Library Service fee (required of all students)-----	\$5.00 per year
Piano, other instruments or vocal instruction----	Fee named upon request
Practice fee for use of piano (for special music student)---	\$10.00 per year
Students' Laundry fee—Service Room-----	\$1.00

Board in the Dormitories-----	\$180.00 per year
Rooms in Towson (students rooming in the town pay \$72.00 to the school for meals and laundry and \$3.00 per week for room in a Towson home.)	
Property-damage deposit, to be refunded at end of Senior year if no breakage is charged to the student (required of all students)-----	\$5.00 per year

REFUNDS

As a basis for making refunds to students who withdraw, the following plan will be effective beginning September, 1927:

Day Students

1. Day students who withdraw between the opening of school and October 1, shall have refunded all fees except the registration fee.
2. Day students who withdraw *on their own or guardian's initiative after October 1*, shall receive no refund of fees.
3. Day students who withdraw *at the request of the school after after October 1*, shall receive no refund of fees.

Resident Students

1. Resident students who withdraw *before* October 1, shall have refunded all fees except the registration fee; and shall have refunded also the amount paid for board; minus the board for one more week than the number of weeks actually spent in the school.
2. Resident students who withdraw *on their own or guardian's initiative after October 1*, shall receive no refund of fees, and will be charged for board by terms, i.e., either for one term, or two terms, or three terms, according to the time of withdrawal. Fractions of a term will, therefore, be counted as full terms. Parents should be careful to notify the school as soon as they know when a student is to be withdrawn; it is to their own financial advantage.
3. Resident students who withdraw *at the request of the school after October 1*, shall be refunded the amount paid for board, minus the board for one more week than the number of weeks actually spent in the school.

APPLICATIONS FOR ADMISSION

Blank applications for admission will be furnished upon request. Such blanks should be filled out and sent to the school well in advance of the student's coming, so that the reply from the school can inform the student as to the entrance requirements and the assigned dormitory reservation. If, after a boarding student has been given a room assignment in one of the resident halls; or in the Town of Towson, circumstances arise to prevent the student from attending Normal, that fact should be immediately communicated to the school, so that the room

reservation thus surrendered may be available for another student. A room deposit of ten dollars (\$10.00) is required. This amount is deducted from the fixed charges upon registration or returned to the student if the student cancels his reservation before September first.

Age at Entrance

The following ruling, known as By-Law 49, was passed by the State Board of Education at a meeting in September, 1925:

"No student shall be admitted to the Junior Class in any Maryland State Normal School who will not be 16 years of age by the following December 31."

Status of Married Women Who Request Admission

The State Board of Education, at a meeting in the Spring of 1928, indicated that married women who have not been employed as regular teachers should not be permitted to enter the State Normal Schools without special permission from the Board.

Additional Information

Additional information and answers to particular questions that students or parents may wish to ask will be gladly furnished.

Address: LIDA LEE TALL, *Principal*,

The Maryland State Normal School at Towson,

Towson (Suburb of Baltimore), Maryland.

PROFESSIONAL INFORMATION

Admission and Classification

A new note in the history of the school was reached in September, 1921, when the school accepted only graduates from an approved high school course, thereby eliminating the teaching of high school work at the Normal School. Two years of college credit are granted the present course by leading universities and teachers' colleges. The two-year course here thus leads to the B. S. degree in education yet the cost of a four-year college education is considerably less when the first two years are completed at the Normal School.

Another advance was made in 1927 when the Legislature passed a bill requiring that all applicants to State aided institutions in Maryland must secure the recommendation of the high school principal. The scholarship standard set by the State Board of Education for this recommendation is a record in the last two years of high school of not less than sixty per cent. (60%) "A" and "B" grades and forty per cent. (40%) "C" grades. Applicants who do not secure this record and hence

are not recommended, may be admitted on probation after an entrance examination. No student is admitted who has failed a course at any other institution subsequent to high school graduation.

The First Year or Junior Class students must, therefore, be graduates of approved four-year high schools and all applications must bear the recommendation of the high school principal.

The Second Year or Senior Class students are regularly promoted from the Junior Class; or are advanced students from other normal schools, teachers of experience, or college graduates, admitted directly to senior rank upon evidence that they have secured elsewhere the equivalent of the junior work.

STATE TEACHERS' CERTIFICATES

Upon receiving the diploma of graduation from the two year curriculum of the Maryland State Normal Schools, the graduate is immediately awarded the State elementary school teacher's certificate of the first grade. This certificate is valid for service in any school in the counties of the State for three years, and it is renewable upon evidence of successful experience and professional spirit.

The graduates registered from Baltimore City also are entitled to receive the State's elementary school teacher's certificate of the first grade; and in addition, must take the city professional examinations which admit them to teach in the elementary grades of the Baltimore City School System. This plan is a part of the City Charter and dates back to 1898.

COLLEGE CREDITS

Graduates of the two-year Normal Course, based as it is upon fifteen points of high school credit and the principal's recommendation that the student is of college grade, will, when matriculating for the B. S. Degree in Education, be given credit by the leading Teachers' Colleges in the country—Johns Hopkins University, Columbia University, the University of Maryland, etc. In all such cases the university requires the right to examine the record of the student, and will grant full credit if the record for scholastic attainment is an acceptable one.

GRADING

A modified form of the Missouri marking system is used. The grades are designated by the following symbols: A, B, C+, C, C—, D, F. "D" grade is the lowest passing mark, yet is considered unsatisfactory, and "F" is a failure, which means a complete take-over of the course so marked.

Any student receiving more than two failures during any one term will be dropped from the school, and any student adding a failure to two failures made during a preceding term may be required to attend the school longer than two years to complete the course.

REGULATIONS REGARDING ABSENCES AND TARDINESSES

Students are asked to familiarize themselves promptly with the rules of this school regarding attendance and punctuality.

Tardiness:

1. Entering classroom after ringing of final bell.
2. Failure to turn in excuses promptly.

Absence:

1. Absence from the school for a day or more.
2. Absence from one or more classes or from assembly on days when the student is present in the school.

Note: This type of absence is not to be tolerated. Self-excuse in this case must be accompanied by a personal note from the principal or the school physician.

3. Absence due to prolonged illness. (In such cases the school must be notified as soon as possible.)

Note: Absence immediately preceding a holiday or absences or tardinesses immediately following a holiday will count doubly against the student's record.

At a prominent place in the Registrar's office may be found excuse blanks for absences and tardinesses. Students who have been absent or tardy according to the above classifications must obtain *a proper form* and state clearly the reason for such absence or tardiness thereon. Failure to turn in excuses *promptly* at the Registrar's office may constitute one or two additional tardinesses, depending upon the degree of the delayed excuse. ("Promptly" means, in the cases of *absence*, the day of returning to the school; in the case of *tardiness*, the day on which the tardiness occurs.)

Students whose records begin to show poor attendance or lack of punctuality will be promptly warned by the Registrar that no further absence or tardiness may occur. Failure to heed this warning will constitute a serious breach of school discipline and will be dealt with seriously by the Scholarship Committee of the Faculty.

THE CURRICULA OFFERED

The dominant aim of the Maryland State Normal School is the preparation of teachers for the elementary schools of the public school system. To this end the following principles indicate the general plan upon which the course of study is based:

1. The definite field work of this school is the training of teachers for the elementary schools. To graduate as a teacher for the elementary schools indicates a high professional and academic outlook as well as ability for social and civic leadership.

2. Courses are so planned as to make a definite contribution to the training of teachers in a way that will lead on to recognition for college credit in the leading Teachers' Colleges of the country.

3. The objective of all the courses is *participation* in the actual work of teaching.

4. The course provides for differentiated curricula leading to specialization in grade and rural positions. These differentiated courses follow phases of participation throughout the Junior year.

5. There are four types of courses: First, informational courses which aim to make students intelligent toward their environment. In these courses, though the emphasis is placed upon subject-matter, the application to the practical work of teaching is not neglected. Second, there are courses in which emphasis is laid upon the principles underlying the teaching of special subjects, and in these rich and varied subject-matter is also offered. Third, there are courses in the general field of education. Fourth, there is practice teaching, which is the laboratory work of the student teacher.

The Curricula are differentiated into three courses, all leading to the regular diploma of graduation from the Maryland State Normal School at Towson, which secures the State elementary school teacher's certificate of the first grade. An essential feature of each curriculum is the division of the school year into three terms, the first or Autumn term, the second or Winter term, and the third or Spring term; and the organization of the work so that every student has (1) a twelve weeks' course in Introduction to Teaching, which is given to all entering students during their first term, as a survey course which discloses to them what the profession of teaching really is; (2) a twelve weeks' course in participation given during the second or third term in the Junior year; and (3) a twelve weeks' course in student teaching in the Senior year. One-third of the Senior Class each term will be assigned to intensive teaching in the 40 Training Centers provided through the courtesy and co-operation of the Baltimore City Board of Education, the Baltimore County Board of Education, the Harford County Board of Education and the Anne Arundel County Board of Education. The three courses offered are:

The Rural School Curriculum;

The Curriculum for Kindergarten and Primary Grades;

The Curriculum for the Intermediate Grades.

THE CURRICULUM

JUNIOR YEAR

Subjects:	TERM I.	Periods Per Week	Subjects:	TERM II.	Periods Per Week
Teaching I (Introduction to Teaching)		3	*Teaching II.....		3
Ed. Psychology I.....		2	Ed. Psychology II.....		2
Biology or Elementary Science.....		4	English II.....		2
English I.....		3	Geography I.....		3
History I.....		3	Health Education II.....		2
Art I.....		3	Mathematics I.....		3
Athletics		2	Art II.....		2
Music I.....		2	Music II.....		2
			Athletics		2
					<hr/> 21
		22			

Subjects:	TERM III.	Periods Per Week
Ed. Psychology III.....		2
Ed. Measurements.....		2
English III.....		3
Geography II.....		3
Health Education I.....		3
History II.....		2
Music III.....		2
Penmanship		2
Athletics		2
		<hr/> 21

* Teaching II is also known as Junior Participation. Here the student has opportunities to practice in both primary and intermediate grades in order to decide upon his or her real aptitude for teaching children.

Note: There is practically no differentiation in the Junior year for either Baltimore City or the county students except in the third term, when groups of students are selected for the first term of the Senior year to be prepared for their Teaching III experience (Senior practice term).

Schedule for Juniors who are to teach the *first* term of the Senior year:

Intermediate Course			Kindergarten-Primary Course		
Subjects:	TERM III.	Periods Per Week	Subjects:	TERM III.	Periods Per Week
Ed. Psychology III.....		2	Ed. Psychology III.....		2
Ed. Measurements.....		2	Ed. Measurements.....		2
English V.....		3	K.-P. Education.....		4
Health Education I.....		3	English V.....		3
History II.....		2	Health Education I.....		3
Mathematics II.....		3	History II.....		2
Music III.....		2	Music III.....		2
Penmanship		2	Penmanship		2
Athletics		2	Athletics		2
		<hr/> 21			<hr/> 22

SENIOR YEAR

Kindergarten-Primary Course

Subjects:	TERM I.	Periods Per Week	Subjects:	TERM III.	Periods Per Week
*English V.	3		Hist. and Prin. of Ed.	3	
Health Education III.	3		English IV.	3	
History III.	3		Geography III.	3	
Mathematics II.	3		History IV.	3	
*K.-P. Education	4		Music IV.	3	
Athletics	2		Physical Education	3	
		18	Athletics	2	
					20

TERM II.

Teaching and Conferences

Intermediate Course

Subjects:	TERM I.	Periods Per Week	Subjects:	TERM III.	Periods Per Week
*English V.	3		Hist. and Prin. of Ed.	3	
Health Education III.	3		English IV.	3	
History III.	3		Geography III.	3	
*Mathematics II.	3		History IV.	3	
Arts III.	3		Music IV.	3	
Athletics	2		Physical Education	3	
		17	Athletics	2	
					20

TERM II.

Teaching and Conferences

Rural Course

Subjects:	TERM I.	Periods Per Week	Subjects:	TERM III.	Periods Per Week
†English V.	3		Hist. and Prin. of Ed.	3	
Health Education III.	3		English IV.	3	
History III.	3		Geography III.	3	
†Mathematics II.	3		History IV.	3	
Arts III.	3		Music IV.	3	
Rural Life	2		Physical Education	3	
Athletics	2		Athletics	2	
		19			20

TERM II.

Teaching and Conferences.

*Students who have taught the first term take English III in place of English V and Geography II, or another subject, in place of Kindergarten-Primary Education.

†Students who have taught the first term take English III in place of English V and Geography II, or another subject, in place of Mathematics II.

COURSES OFFERED

Arithmetic

Arithmetic I—Junior Year-----MISS ORCUTT

3 hours per week for 12 weeks.

This course deals with the professionalized subject matter of the fundamental processes of whole numbers. Special emphasis is laid upon the gradation of steps—the learning of the processes, the mental activities involved, approved methods of teaching, common errors and remedial work. Demonstrations and a study of recent text books are included.

Practice exercises and tests are given to improve skills in computation and problem solving, and to give a basis for the diagnosis of individual difficulties and plans for remedial work.

References most frequently used:

- Morton: The Teaching of Arithmetic for Primary Grades, Silver, Burdette and Co.
- Roantree and Taylor: An Arithmetic for Teachers, Macmillan.
- Stone: How to Teach Primary Number, Benj. H. Sanborn.
- Thorndike: The New Methods in Arithmetic, Rand MacNally.
- Thorndike: The Psychology of Arithmetic, Macmillan.
- Maryland School Bulletin, Vol. VII, No. 3, Arithmetic Goals, State Department of Education.
- Boswell and Judd: A Summary of Educational Investigations Relating to Arithmetic, The University of Chicago.
- Recent arithmetic text books.

Arithmetic II—Senior Year—Kindergarten-Primary,

Baltimore City Students-----MISS ORCUTT

3 hours per week for 12 weeks.

This course presupposes Arithmetic I. It considers the organization, for teaching purposes, of units of work for the primary grades. It also deals with such topics as the interpretation of courses of study, problem solving, the psychology of arithmetic, studies and experiments in arithmetic, standardized tests. Considerable attention is given to the presentation of the social-economic phases of percentage, banking, thrift, buying on installment plan, investments, insurance, taxes.

Standard tests in arithmetic, given to elementary grades in the campus school, are analyzed, results are charted and remedial drills are constructed.

References: See Arithmetic I
and

Baltimore City Course of Study for Kindergarten and Primary Grades.

Arithmetic II—Senior Year—Primary Grades,

County Students-----MISS ORCUTT

3 hours per week for 12 weeks.

The same general treatment is given in this course as in Arithmetic II, Kindergarten-Primary. Differentiation is made, however, in the teaching material from the standpoint of the rural community and its activities.

References: As above
and

The Baltimore County Course of Study in Arithmetic.

Arithmetic II—Senior Year—Intermediate Grades,
City and County Students-----MISS SCARBOROUGH

3 hours per week for 12 weeks.

This course presupposes Arithmetic I and considers the organization, for teaching purposes, of units of work for the intermediate grades. It deals with the professionalized subject matter of common fractions, decimal fractions, percentage and its applications, banking, investments, including buying on the installment plan, problem solving, psychology of arithmetic, tests and experiments.

Demonstration lessons are observed and discussed. Both city and county classes are given practice in interpreting their respective courses of study. Provision is made for keeping alive skills in computation. Standard Tests in Arithmetic, given to elementary grades in the campus school, are analyzed and results charted. Remedial drills are constructed.

References: As above
and

Recent text books for Intermediate Grades.

Courses of Study.

Educational Journals.

Osburn: *Corrective Arithmetic*, Houghton, Mifflin.

Morton: *The Teaching of Arithmetic in the Intermediate Grades*, Silver, Burdette.

Arithmetic II—Senior Year—Rural-----MISS SCARBOROUGH

3 hours per week for 12 weeks.

The subject matter of this course is in general like Arithmetic II, Intermediate. The presenting and planning of units of work is done from the viewpoint of the one-room school and its environment.

Art

(*Fine Arts, Industrial Arts, and Applied Art.*)

Art I and II—Junior Year-----{MISS RICHARDSON
5 hours per week for 12 weeks. {MISS DUNLAVY

This course, which from the industrial art side is a new one to all students coming to the Normal School, has for its purpose: To give students an understanding and appreciation of this industrial age, through a study of the industries concerned with the keeping of records, providing clothing shelter and utensils, and through a study of the progress the race has made in the use of tools;

To familiarize students with materials and the techniques in their use;

To lead students to see the sociological, physiological and practical needs of including this phase of education in the modern elementary school;

To lead students to appreciate the principles underlying the development of the art sense of the race and the relation of that development to teaching art to children;

To stimulate understanding and appreciation of historic art and modern art movement; to quicken the imagination and develop the power to create; to develop standards for evaluating art work of children; to lead students to judge definite problems on the following bases: Worth-whileness, suitability to physical ability and interest of child, logical placement of problem in curriculum, in relation to other subject matter, practicability of problem for the elementary school as to material and tools needed.

The topics of this course include book binding, book mending, illustrating, poster making, lettering, use of small job press for printing tickets, programs, etc., making and using hectograph, making paper parchment, pastes, making models of historic records, making such necessary tools as mold and deckle, swing frames, book presses, etc., harmonizing of color, line and mass; use and care of color mediums.

Research into the history of ancient and modern record making, excursions to industrial plants such as paper mills, book binders, newspaper plants, museums, libraries, etc.

The clothing unit includes the manufacture of textile fibers from the raw state to the finished product, dyeing, applying designs to fabrics, testing materials, making and dressing character dolls, making costumes for pageants and plays, making tools such as looms, spindles, reels, stencils, etc. The study of the evolution of fabric making, history of dress and visits to factories to see present processes and industrial conditions.

Art III—Senior Year----- { MISS RICHARDSON
MISS DUNLAVY

3 hours per week for 12 weeks.

A study of Shelter and Utensils is made in the senior year. Laboratory work includes construction problems in wood, such as bookcases, book ends, box furniture, flower boxes, schoolroom equipment, problems in cement, in soft metals and clay, with the making of such tools as children construct and may need for this study. The art problems arising from projects are dealt with in the light of principles taught during the junior year. This unit includes trips to a steel plant and brass foundry, lumber yard, pottery factory, brick plant and retail stores.

Differentiation of courses consists in the selection of problems suitable for the Kindergarten-Primary, Primary, Intermediate and Rural Groups.

References:

- Boas, Belle: Art in the School, Doubleday, Page.
 Bonser and Mossman: Industrial Arts for Elementary Schools, Macmillan.
 Gardner: Art Through the Ages, Harcourt, Brace.
 Knox, R. B.: School Activities and Equipment, Houghton, Mifflin.
 Mathias, E.: The Beginnings of Art in the Public Schools, Charles Scribner's Sons.
 Stanley Rule and Level Company: How to Work with Tools and Wood, Stanley Rule and Level, New Britain, Conn.
 Winslow, L. L.: Elementary Industrial Arts, Macmillan.

Biological Sciences

Biology—Junior Year-----MISS MEDWEDEFF

4 hours per week for 12 weeks.

This course aims to give, first, some fundamental biological ideas concerning the relation of structure to function in organisms, as a basis for the courses in hygiene and psychology; and, second, a knowledge of the development of living things and the laws of heredity that apply to plants, animals, and man, as a basis for courses in education.

An attempt is made to carry out the first of these purposes through a study of adaptations of flowering plants for their life activities, and a brief consideration of how these processes are carried on in non-flowering green and non-green plants, and the study of a few invertebrate and vertebrate animal types. The second purpose is pursued through a study of the laws of heredity and their application to human heredity. Laboratory dissection is supplemented by readings and discussions. Simple experiments are made by students. Some field work is included to familiarize students with the common trees, flowers and insects. During the course, students plan a unit of subject matter for teaching purposes.

Texts:

- Holmes: General Biology, Harcourt, Brace.
 Smallwood, Revelly and Bailey: Biology for High Schools, Allyn and Bacon.
 Gager: Fundamentals of Botany, P. Blakiston, Son and Co.

References most frequently used:

- Conklin: Heredity and Environment, Princeton University Press.
 Newman: Readings in Evolution, Genetics and Eugenics, Univ. of Chicago Press.
 Kellogg: Evolution and Animal Life, Appleton.
 Parker: What is Evolution? Harvard University Press.
 Newman: Gist of Evolution, Macmillan.
 Manuals on flowers, trees, insects, and birds.

Elementary Science-----MISS MEDWEDEFF

4 hours per week for 12 weeks.

This course aims to give students the necessary knowledge of plant and animal life and such simple aspects of physical and chemical science as can be taught in the elementary school.

Through field and laboratory study, supplemented by discussion of readings and of demonstration lessons in the elementary school, it is

expected that the necessary knowledges of flowering and non-flowering plants, domesticated and wild mammals, birds, insects and the common lower animals of the field and garden as well as a knowledge of how to teach these topics will be gained. Simple experiments in common chemical changes, gravity, magnetism and electricity will be made. During the course, each student outlines and plans at least one unit of study for teaching purposes.

Differentiated sections deal with Nature Study materials and methods appropriate to the Kindergarten-Primary or Intermediate Grades.

References used:

- Washburne: Common Science, World.
- Downing: Source Book of Biological Nature Study, University of Chicago Press.
- Holtz: Nature Study, Scribner's.
- Hodge: Nature Study and Life, Ginn.
- Comstock: Handbook of Nature Study, Comstock.
- Trafton: Nature Study and Science for Intermediate Grades, Macmillan.
- Trafton: The Teaching of Science, Houghton, Mifflin.
- Craig: Horace Mann Course of Study, Teachers College Press.
- Manuals of birds, flowers, trees, insects and mammals.
- Many texts and readers adapted for use in the elementary school.

Educational Measurements

Educational Measurements—Junior or Senior Year-----MR. WOELFEL

2 hours per week for 12 weeks.

This course aims to give students training in the use of standard tests of intelligence and of achievement. Laboratory materials are provided and the major emphasis in the class meetings is placed upon actual use of tests. Specific training and adequate practice are given in the making of frequency distributions and graphs from scores made by pupils on tests. A number of meetings are given over to discussion of the issues involved in testing elementary school pupils so that students may be led to develop a background of understanding as well as essential techniques of performance.

Special laboratory fee—\$1.25.

Educational Psychology

Educational Psychology I, II, III—Junior Year-----{ DR. SNYDER
MISS BIRDSONG
MR. WOELFEL

2 hours per week for 36 weeks.

Psychology I, which is given the first term, emphasizes a personal psychology—a project in the development of one's own mind—which will function directly in the student's life and character. Psychology II is concerned with the psychology of childhood. It aims to discuss the normal tendencies of children of school age, to account for the typical behavior of childhood, following this with practical suggestions for training. Psychology III deals with the learning process. This is a

laboratory course and simple experiments are worked out in order to understand the specific task of teaching and guiding the development of the mental life of growing children. The participation period, Teaching II, is the laboratory for this course.

Among references most frequently used are:

- Robinson: Practical Psychology, Macmillan.
- Gates: Elementary Psychology, Macmillan.
- Thorndike: Briefer Course, Teachers College Press.
- Woodworth: Psychology, Henry Holt.
- Freeman: How Children Learn, Houghton, Mifflin.
- Averill: Elements of Educational Psychology, Houghton, Mifflin.
- Kirkpatrick: Fundamentals of Child Study (Revised), Macmillan.
- Peckstein and Jenkins: The Psychology of the Kindergarten-Primary Child, Houghton, Mifflin.
- Saxby: The Education of Behavior, Putnam Sons.
- Charters: The Teaching of Ideals, Macmillan.

English

English I—Constructive and Technical English—Junior

Year-----MRS. STAPLETON

3 hours per week for 12 weeks.

The purpose of this course is to prepare the students to teach composition, grammar, and spelling. In surveying the subject-matter of the course, the students find and correct their personal needs, and determine methods and activities essential to the successful teaching of English.

References most frequently used:

- Baltimore County Course of Study, Warwick and York.
- Baltimore City Course of Study in English, Baltimore Department of Education.
- Greever and Jones: Century Collegiate Handbook, Century.
- Leiper, M. A.: New English Grammar, Macmillan.
- Linn, James N.: Essentials of English Composition, Scribner's.
- Woods, G. B.: Handbook of Composition, Doubleday, Page.
- Elementary School texts in composition, grammar, and spelling.
- Maryland School Bulletin, Vol. VIII, No. 4, Goals of Achievement in English, State Department of Education.

English II—Oral Expression—Junior Year-----MRS. STAPLETON

2 hours per week for 12 weeks.

The aim of this course is to develop in the student a consciousness of the voice as a factor of skillful teaching, to make the individual self-critical of his speech habits, and to give him practice in the oral interpretation of the printed page. When gross speech defects in students are discovered the student may have to attend a special clinic and unless remedial work is effective the student will not be allowed to complete the Normal School course.

References for students:

- Woolbert: The Fundamentals of Speech, Harper.
- Lewis: A Handbook of American Speech, Scott, Foresman.
- Boyce: Enunciation and Articulation, Ginn.
- Cather, K. D.: Educating by Story Telling, Yonkers, N. Y.
- Bryant, S. C.: How to Tell Stories to Children, Houghton, Mifflin.

English III—Children's Literature—Junior Year-----MISS CRABTREE

3 hours per week for 12 weeks.

This course aims to prepare students to appreciate and evaluate literature for children. It deals with the history of children's literature, poetry and prose, the illustrations of children's literature, and the literary background for Hallowe'en, Christmas, May Day, etc. The students compile book lists for children's outside reading, and make collections of poetry and stories for use in the grades.

The general method of teaching literature is considered and developed through a study and discussion of the value of reading good literature and the appreciation lesson.

Specific methods of presenting a prose selection, a poem or an author are given some attention. A further preparation for the student's teaching is made by observation, discussion and criticism of lessons taught in the demonstration school, and the making, discussing and criticising of specific lesson plans.

Texts:

Bone: Children's Stories and How to Tell Them, Harcourt, Brace.

Stevenson: Home Books of Verse for Young Folks, Holt.

Curry and Clippinger: Children's Literature, Rand, McNally.

English IV—Social Background of Literature—Senior Year

MISS MUNN

This course is a study of the social background of great periods of English and American Literature, with stress upon the environment, lives, and activities of those writers most used in the study of literature in the elementary school.

References:

Smith: What Literature Can Do For Me, Doubleday, Page.

Simonds: History of Literature, Houghton, Mifflin.

Long: History of Literature, Ginn.

Drinkwater: History of Literature, G. P. Putnam & Sons.

Miller: History of Literature, Lippincott.

Palmer: Self Cultivation in English, Houghton, Mifflin.

Armes: Old English Ballads and Folk Songs, Macmillan.

Baker: In the Light of Myth, Row, Peterson.

Guerber: Legends of the Middle Ages; Myths of Northern Lands, American Book Co.

Lanier: King Arthur, Scribner's.

Tennyson: Idylls of the King, Macmillan.

Anthologies of Modern Verse.

*English V—Reading—Kindergarten and Primary Grade Courses—
Senior Year*-----

3 hours per week for 12 weeks.

This course is designed for teachers of the kindergarten-primary grades. It includes a study of the purposes and principles underlying the successful teaching of reading and a critical evaluation of activities, materials, and methods used in teaching the subject. Emphasis will be

placed upon (1) teaching reading to beginners; (2) the importance of phonics as a tool; (3) tests as a means of determining individual differences in reading; (4) remedial measures in silent and oral reading; (5) reading projects.

References most frequently used:

Klapper: Teaching Children to Read, Appleton.

Stone: Silent and Oral Reading, Houghton.

Pennell and Cusack: How to Teach Reading, Houghton.

Wheat: The Teaching of Reading, Ginn.

Anderson and Davidson: Reading Objectives, Laurel.

National Society for Study of Education, Twenty-Fourth Year Book, Pub. Sch. Pub. Co.

English V—Reading—Intermediate Grade Course-----

3 hours per week for 12 weeks.

This course includes a study of the purposes and principles underlying the teaching of silent and oral reading with special emphasis upon materials and methods for the intermediate grades. Demonstration lessons illustrating the use of reading tests, audience reading, supervised silent study, the library period, will be followed by organized plan work. Each student will develop a reading project which entails a study and organization of desirable habits, activities and materials.

References: as above.

English V—Reading—Rural—Senior Year-----

3 hours per week for 12 weeks.

The teacher of the rural school must be prepared to meet any reading situation which may arise in eight grades. For this contingency the Rural Reading Course is designed to prepare students to teach (1) beginning reading; (2) phonics; (3) basic standards on which all reading rests; (4) such adaptations in the way of projects, tests, and remedial measures as will fit into primary and grammar grades, and into individual needs.

References: as above.

Geography

Geography I—Fundamentals of Geography—

Junior Year-----

{ MR. WALTHER
MISS BADER
MISS BLOOD

3 periods per week for 12 weeks.

The content of Geography I is selected (1) to help the student interpret and appreciate his own environment, (2) to develop geographic principles which will lead to an understanding of the natural conditions under which other people live. Among the subjects studied are time, change of seasons, external and internal forces which change the earth's surface, the weather, and world climate types. Many kinds of maps are used, pictures and diagrams are studied, field trips in the vicinity of the

school are taken, rock specimens are collected and examined, and classroom experiments are conducted. The needs of the elementary school are kept in mind: (1) through the selection of the subject-matter materials, (2) through the method of presenting these materials, (3) by observation of classes in the elementary school.

References frequently used are:

- Tarr and Von Engel: New Physical Geography, Macmillan.
 Milham: Meteorology, Macmillan.
 Salisbury, Barrows and Tower: Elements of Geography, Henry Holt.
 Pirsson and Schuchert: Textbook of Geology, Part 1, John Wiley and Sons.
 Peattie: College Geography, Ginn.
 Huntington and Cushing: Principles of Human Geography, John Wiley and Sons.
 Periodicals.

Geography II—Regional Geography—Junior Year-----
 3 periods per week for 12 weeks.

{ MR. WALTHER
 { MISS BADER
 { MISS BLOOD

A detailed study is made of the geographic region as an expression of the sum total of the operation of the geographic factors. The regions are selected with a view of introducing the student to the varying types of geographical environment between which there is some common basis for comparison. The keynote in the study of each region is the human response to environment. The regions selected for study are those in which the leading human occupations are represented. Special attention is paid to the regions of the State of Maryland. Current geography is used whenever it applies to the regions being studied.

References frequently used are:

- Smith: North America, Harcourt, Brace.
 Finch and Baker: Geography of the World's Agriculture, Supt. of Documents.
 Maryland School Bulletin Vol. IX, No. 4, Tentative Goals in Geography and History for Grades 1 to 3, and Tentative Goals in Geography for Grades 4 to 6, State Department of Education.
 Elementary geography texts and supplementary readers.
 Travel books.
 Periodicals.

Geography III—Problems in the Teaching of Geography
in the Primary Grades—Senior Year-----
 3 hours per week for 12 weeks.

MR. WALTHER

This course considers the problems of selection and presentation of geographical subject-matter suitable to the interests and capacities of children of the first three grades. Considerable attention is given to the technique and procedures of building worthwhile experiences in the classroom. An effort is made to have the student develop a working definition of school geography as a basis for enriching the form subjects through the educational resources of local geography. Part one of the course deals with materials and methods, part two with the observational or community geography through a study of our needs for food, clothing, shelter, transportation, communication, and fuel, and part three, "World Lore" a study of the lives of peoples in different regions and in

different times. A considerable portion of the course is devoted to laboratory studies in the demonstration schools. Each student is expected to prepare an intensive study for the teaching of some particular subject suitable for children of this age.

The selection of these studies is from the Baltimore City Course of Study for students who expect to teach in Baltimore and from the Bulletin on Geography Goals (Vol. IX, No. 4) for those students who expect to teach elsewhere in the State.

Basic texts:

Wiedefeld, M. Theresa: Tentative Goals in Geography and History, State Department of Education of Maryland, Bulletin No. 4, Vol. IX.

Frazee, Laura: Course of Study in Geography-History, Baltimore City Board of Education.

Clarke, Rose: Unit Studies in Geography, World Book Company.

Stull, DeForest: Horace Mann Course of Study in Geography, Teachers College, New York.

Geography III—Problems in the Teaching of Geography

in Intermediate Grades—Senior Year-----MR. WALTHER

3 hours per week for 12 weeks.

The materials of this course are organized about the four major problems of geography instruction, i. e., the selection of subject matter, the tools of instruction, the adaptation of the course of study, and lesson planning. Special attention is given to the study of the tools of instruction in geography, the technique of problem solving, drill work, excursions, testing, assignment, text-books, and illustrative materials. The Baltimore County and City courses of study are analyzed in terms of subject matter units and ways and means of teaching are devised. Lesson planning is approached from the point of view of large units, and daily problems or exercises.

Basic texts:

Branom: The Teaching of Geography, Ginn.

Smith: Teaching of Geography by Problems, Doubleday, Page.

Clark: Unit Studies in Geography, World Book Co.

Ridgley: Geographic Principles, Houghton, Mifflin.

Fairbanks: Real Geography, Harr, Wagner.

Maryland School Bulletin, Vol. IX, No. 4, State Department of Education.

Geography III—Problems in the Teaching of Geography

in Rural Schools—Senior Year-----MR. WALTHER

The materials of this course are essentially the same as Geography III, Intermediate Grades, with the exception that some emphasis is placed upon the geographical materials of the first, second and third grades as well. The Baltimore County Course of Study is used as a basis of grade assignments.

Basic texts:

Branom: The Teaching of Geography, Ginn.

Smith: Teaching of Geography by Problems, Doubleday, Page.

Clark: Unit Studies in Geography, World Book Co.

Ridgley: Geographic Principles, Houghton.

Fairbanks: Real Geography, Harr, Wagner.

Maryland School Bulletin, Vol. IX, No. 4, State Department of Education.

Health Education

Individual Gymnastics—Junior and Senior Years-----MISS DANIELS

2 hours per week for 12 weeks.

Students take individual gymnastics if they need particular forms of physical education which cannot be met easily in the regular classes. In this course, students follow individual programs of exercise and rest, and have opportunity to discuss rearrangements in general living programs which affect the particular difficulties present.

Health Education I—Junior Year-----Miss Daniels

3 hours per week for 12 weeks.

This course deals with the subject of personal hygiene. Elements of anatomy and physiology are outlined and from these the laws of individual health are derived. The various body tissues and systems are studied from the point of view of structure, function and care. The adaptation of this material for use in the elementary school is suggested, although the course is primarily a subject matter one.

References most frequently used:

Williams: Personal Hygiene Applied, Saunders.

Williams: Healthful Living, Macmillan.

Coleman: Hygienic Physiology, Macmillan.

Kimber and Gray: Anatomy and Physiology, Macmillan.

Health Education II—Junior Year-----MISS KEYS

2 hours per week for 12 weeks.

This course attempts to apply the teachings of Home Economics to the health and practical life of the teacher. Special emphasis is given nutritional problems; economical purchase and use of clothing; home making as applied to the school room and the individual's room; relationships as they pertain to the teacher's environment; and the budgeting of a teacher's salary.

In addition, stress is laid upon the selection and the use of materials, illustrations and methods for teaching simple, every day food and textile projects for the grades.

Books most used:

Rose: Feeding the Family, Macmillan.

Government Bulletin: The Lunch Hour at School.

Cooley, Winchell, Spohr and Marshall: The Teaching of Home Economics, Macmillan.

Balldt: Clothing for Women, Lippincott.

Woolman: Textiles, Macmillan.

Butterick: Principles of Clothing Selection, Macmillan.

Andrews: Economics of the Household, Macmillan.

*Health Education III—Kindergarten-Primary (For
City Students)—Senior Year-----MISS DOWELL*

3 hours per week for 12 weeks.

This course deals with the problems of school and community hygiene as they affect life in the city. Topics of the course include ventilation and heating; refuse and sewage disposal; the care of food and water supply; the control of infectious disease through sanitation, through personal habits and through artificial immunity; first aid and safety; and the relation of the State and community health agencies to the school. About one-third of the time, on the average, is given to the principles which govern the selection of materials and methods for health teaching and training adapted to the Kindergarten-Primary curriculum.

References most frequently used:

- Broadhurst: Home and Community Hygiene, Lippincott.
- Ayres, Williams, Wood: Healthful Schools, Houghton, Mifflin.
- Broadhurst: How We Resist Disease, Lippincott.
- Wood and Rowell: Health Through Prevention and Control of Disease, World.
- N. E. A. Joint Committee on Health Problems: Health Education, A Program for Public Schools and Teacher-Training Institutions.
- Wood and Strang: A Tentative Course of Study in Health Education, Teachers College Bureau.
- Elementary School Texts for Primary Grades.

*Health Education III—Primary (for County
Students)—Senior Year-----* {MISS DOWELL
MISS KEYS

3 hours per week for 12 weeks.

The same general topics, as Health Education III. Kindergarten-Primary, offers, are studied here, but these topics are all dealt with from the standpoint of the rural community and of the town.

References: as above.

- Address: Health Education in Rural Schools, Houghton, Mifflin.
- Baltimore County Course of Study, Warwick and York.
- Elementary Texts for Primary Grades.

*Health Education III—Intermediate Grade Course—
Senior Year-----* {MISS DOWELL
MISS KEYS

3 hours per week for 12 weeks.

This course differs from the Kindergarten-Primary and Primary courses in Health Education in one respect: The subject matter of the course is taught from the standpoint of the upper grades of the graded and the two-room rural school.

References: as above.

- Elementary Texts for Intermediate Grades.

Health Education III—Rural—Senior Year----- {MISS DOWELL
MISS KEYS

3 hours per week for twelve weeks.

The same general problems of school and community hygiene as found in the other courses listed under Health Education III, form the

basis for this course. These, however, are studied in so far as they relate to the one-room school and its environment. About one-third of the time is given to the selection of materials and methods for health teaching and training of elementary pupils in an ungraded situation.

References: as above for Health Education III.

Physical Education I—	{	Women Students	{	MISS SAMMIS
		Men Students		MISS ROACH
		Junior and Senior Years-----		MISS DANIEL
				MR. MINNEGAN

2 periods per week for 36 weeks.

This course is given for hygienic and educational reasons as well as for recreation. It aims to teach certain skills and activities, to produce a posture consciousness, to show the value of regular exercise and to encourage in the students sportsmanship and leadership. Through it also we hope to interest the students in various activities, which may be carried on for health and recreation when the student has left school, and to some extent to be used in his own teaching.

Women Students—Athletics are given both fall and spring. The winter term is devoted to gymnastics, games, elements of games, stunts and folk dances. The athletic program includes hockey, soccer, tennis, basketball, volley ball, field ball, baseball and field and track. Self testing activities, dancing, and hiking are also included in the year's work. Elective classes are held throughout the year in many activities, and intersection and interclass games and tournaments are a part of the regular program.

Men Students—Athletics are given both fall and spring. The winter term is devoted to gymnastics, games, elements of games, stunts, tumbling, and gymnastic dancing. The athletic program includes soccer, tennis, basketball, baseball, field and track. Inter-school games are a part of each year's program. Some of the outstanding schools in the State are played.

Physical Education II—Kindergarten-Primary—

Senior Year-----MISS SAMMIS

3 periods per week for 12 weeks.

This course is the study of activities for little children according to their needs and capacities. It includes the history of physical education, theories of play, the organization of a physical education program, the selection and care of equipment and methods of teaching. An opportunity is given to the students to present the activities to the students in their classes.

This course is differentiated for City and County students according to the different courses of study used by the State and by Baltimore City.

References:

Bancroft: Games for Home, School, Gymnasium, and Playground.

Bowen and Mitchell: Theory of Organized Play, Practice of Organized Play.

Clarke: Physical Training in the Elementary School.

Hetherington: School Program of Physical Education.
 Johnson: Education by Plays and Games.
 Lee: Play in Education.
 Moses: Rhythmic Active Plays and Dances.
 Gulick: Philosophy of Play.
 La Salle: Rhythms for Elementary School.
 Forbush and Allen: Book of Games.

Physical Education II—Intermediate Grades— { MISS SAMMIS
Senior Year----- { MR. MINNEGAN
 3 periods per week for 12 weeks.

This course includes a study of activities, games, dances, badge tests, and field and track events for children of the intermediate grades. It deals also with the organization of programs, selection and care of equipment, history of physical education, theories of play and methods of teaching.

This course is differentiated for City and County students, as that above.

References: as above.

Physical Education II—Rural—Senior Year-----MISS SAMMIS
 3 periods per week for 12 weeks.

This course is similar to the primary and intermediate grade courses, with modifications of activities to meet rural conditions of environment, mixed groups and time demands.

References: as above.

History

European Background Course I—Junior Year----- { MISS BADER
 { MISS COWAN
 3 hours per week for 12 weeks.

This course traces the beginnings of the civilization of Western Europe from prehistoric times, through the manifestations of culture along the Nile and Tigris-Euphrates, the development of the peoples of the Syrian coast and of the Greek and Roman peninsulas of the Mediterranean, up to the collapse of the Roman Empire and the beginnings of medieval times. The treatment is that of large units with the emphasis on the social and economic phases of life. The class work includes oral and written reports entailing much individual exercise in gathering, evaluating, and organizing historical material. A consistent attempt is made to form correct study and notebook habits, to teach facility in the use of books, and to develop a scholarly attitude toward the subject.

References most frequently used:

Breasted: Ancient Times, Ginn.
 Robinson: Medieval and Modern Times, Ginn.
 Thorndike: History of Medieval Europe, Houghton, Mifflin.
 Webster: Early European History, Heath.
 Thorndike: A Short History of Civilization, Crofts.
 McKinley, Howland and Dann: World History, Vol. I, American Book Co.

European Background Course II—Junior Year---- { MISS BADER
MISS COWAN

2 hours per week for 12 weeks.

This course presupposes the European Background I, carrying on the story of Western Civilization from about the Year 800 to 1700. The treatment and emphasis are the same as the course described above.

References:

- Trail: Social England, Cassell.
- Cross: A Shorter History of England and Greater Britain, Macmillan.
- Cheyney: Social and Industrial History of England, Macmillan.
- White: Making of the English Constitution, Putnam.
- Robinson and Beard: Readings in Modern European History, Ginn.

History—Civics—Kindergarten-Primary—Senior
Year—Course III-----MISS VAN BIBBER

3 hours per week for 12 weeks.

The subject matter of this course is planned to give to teachers in kindergarten and primary grades the background necessary to teach intelligently. In the case of students from the city, the Baltimore Course of Study is followed, and for county students, the Baltimore County Course. These courses deal both with community civics and industrial history. Beginning with a consideration of the home, the work broadens out into school life and the community. Attention is directed to the collection and classification of pertinent illustrative material, and to planning units of work for the early grades, using such topics as food, transportation, industry. The background for effective celebration of national holidays is laid by a careful study of the historical literature of the period. The biographies of national heroes are studied and practice is given in the selection and organization of material suitable for young children. Much reference reading is required, reports are given and the planning of large units is worked out both by groups and by individuals.

References most often used:

- Dynes: Socializing the Child, Silver, Burdette.
- Dunn and Harris: Citizenship in the School and Out, Heath.
- Hill: The Teaching of Civics, Houghton, Mifflin.
- Johnson: The Teaching of History, Macmillan.
- Kendall and Stryker: The Teaching of History in the Elementary Schools, Houghton, Mifflin.
- Maryland School Bulletin, Vol. VIII, No. 5, Tentative Goals in History, State Department of Education.
- Books on Clothing, Shelter, and Food, by Carpenter and Chamberlain.

History—Intermediate Grades—Course IV—
Senior Year-----MISS VAN BIBBER

3 hours per week for 12 weeks.

This course deals with the subject-matter of history treated from the point of view of the elementary school course of study. The period covered is that of discovery, colonization and development of America, and the beginning of our national life. Much reference reading is re-

quired, but with the purpose primarily of giving training in the selection of effective arrangement of historical material for grammar-grade children.

In the case of students from the city, the Baltimore Course of Study is followed, and for county students the Baltimore County Course.

References most frequently used:

Forman: Our Republic, Century.

West: American Democracy, Allyn and Bacon.

Beard and Beard: History of the United States, Macmillan.

Beard and Bagley: History of the United States, Macmillan.

The American Nation Series, Harper.

Chronicles of America Series, Yale University Press.

Winsor: Critical and Narrative History of America, Houghton, Mifflin.

Maryland School Bulletin, Vol. VIII, No. 1, The Teaching of Citizenship in the Elementary School, State Department of Education.

History—Civics—Rural—Course V—Senior Year--- {MISS VAN BIBBER
MISS COWAN

3 hours per week for 12 weeks.

This course aims to give a rich background of subject-matter for the lower grades of a one-room school. It deals both with community civics and industrial history. Beginning with the home, the work broadens out into a consideration of larger communities, such as the school, the neighborhood and the State, dealing with such topics as food, transportation and "community helpers." Consideration is given to the study of other homes, such as those of primitive people, Indians, pastoral people, providing practice in large unit-planning, and in the accumulating and classification of pertinent illustrative material. Some time is also devoted to national holidays, and to the study of the literature of national heroes.

References most frequently used:

Dunn, A. W.: Community Civics for Rural Schools, Heath.

Nearing and Field: Civics for Rural Communities, Macmillan.

(See History—Civics III, Kindergarten-Primary.)

The Teaching of Citizenship in the Elementary School, State Department of Education (Maryland).

History—Kindergarten—Primary—Course VI—

*Senior Year-----*MISS VAN BIBBER

3 hours per week for 12 weeks.

This course presupposes History III, Kindergarten-Primary. It covers such topics as the following: Primitive people, Indian life, Pastoral and handicraft people. Considerable reference reading is required in the search for appropriate and vital illustrative material. In connection with the study of the above units of subject-matter there is constant practice in the organization of large units of work and the consideration of various types of daily recitations. Exercise in questioning and testing is provided. Throughout all the courses stress is placed on current happenings. Daily papers and weekly and monthly current event issues furnish the basis for class discussions of present day problems. As in the case of History III, this course is modified to suit the needs of city and county students.

References most often used:

- Osborn: Men of the Old Stone Age, Scribner.
 Krummer: First Days of Man, Doran.
 Starr: First Steps in Human Progress, Chautauqua Press.
 Wells: Outlines of History, Macmillan.
 Bonser: How the Early Hebrews Lived and Learned, Macmillan.
 The books mentioned under History III, Kindergarten-Primary.

History—Civics—Intermediate Grades—Course VII— {MISS VAN BIBBER
Course VIII— {MISS COWAN

3 hours per week for 12 weeks.

This course presupposes History III, Intermediate, and deals for the most part with history and government from the beginning of the Eighteenth Century to the present time, with the emphasis upon the vital social problems of today. The object of the course is two-fold: to enlarge the knowledge and understanding of the field of history, and to gain insight into the technique and modern tendencies in social studies teaching. In this connection, some time is devoted to the study of community civics, stressing the development of civic traits and habits in children, an understanding of the community, and some acquaintance with political organizations.

References most often used:

- Books listed above.
 Johnson: The Teaching of History, Macmillan.
 Tryon: The Teaching of History, Ginn.
 Hill: The Teaching of Civics, Houghton, Mifflin.
 Kendall and Stryker: The Teaching of History in the Elementary Schools, Houghton, Mifflin.

History—Civics IV—Rural—Senior Year— {MISS VAN BIBBER
Senior Year— {MISS COWAN

3 hours per week for 12 weeks.

In this term the subject-matter of the intermediate grades is emphasized. The topics dealt with first are discovery, exploration, colonization and development of America and the story of our national beginnings. Much reference reading is required with the purpose of acquiring skill in the effective selection and arrangement of historical material for children. Units of work in subsequent periods of our history are planned by small groups and by individuals, with a more detailed consideration of various types of classroom procedure. The social and economic phases of the period following the Civil War, and continuing to the present day, are given special attention; rich collateral readings are employed to give an acquaintance with historical authorities.

References: As in History IV, Primary and Intermediate Grade Courses.

History and Principles of Education

History and Principles of Education—Senior Year— {DR. SNYDER
 {MISS TALL—Topic:
 3 periods per week for 12 weeks. {School Law

The student comes to this course after having had at least one year

of training, including many contacts with children and detailed study of professionalized subject-matter. The course aims to build on these rich experiences a growing and integrated body of principle.

An introductory feature is the collection of added data on the history and conditions of Maryland schools, with the three-fold aims of research skill, state-wide vision of education and approach to the more general background and tendencies of present day theory and practice. Three lectures are given on local school law. Historic educators are studied in a biographical manner. A two-day trip to the outstanding experimental schools of New York City is made, participation in the trip being optional.

References most frequently used:

- Kilpatrick: Foundations of Method, Macmillan.
- Kandel: Twenty-five Years of American Education, Macmillan.
- Cubberley: History of Education, Houghton, Mifflin.
- Cubberley: Public Education in the United States, Houghton, Mifflin.
- The Lincoln School Staff: The Curriculum of an Elementary School, Ginn.
- State School Laws of Maryland, 1927.
- Charter of Baltimore City.

Kindergarten-Primary Education

Kindergarten-Primary Education—Junior or

Senior Year MISS RUTLEDGE

(Required of all Students electing Kindergarten or Primary Grade Education).

4 periods per week for 12 weeks.

This course aims to consider all influences in the kindergarten-primary curriculum that further development in these grades. It attempts to show how the various subject-matter courses have their beginnings in these grades, and the part each plays in the development of the child. It is an integrating course in that an effort is made to show how the subject-matter courses are co-ordinated in the activities of the kindergarten-primary curriculum. These activities are evaluated as to the degree in which they enlist the interest of the child and lead to his growth in the information and skills useful and appropriate to his age. Special emphasis is given to the way in which desirable habits and attitudes are developed.

References:

- Jennings, Watson, Meyer, Thomas: Suggestions of Modern Science Concerning Education, Macmillan.
- Parker and Temple: Unified Kindergarten and First Grade Teaching, Ginn and Co.
- Hill and Burke: A Conduct Curriculum, Scribner's.
- Mathias: The Beginnings of Art in the Public Schools, Scribner's.
- Garrison: Permanent Play Materials for Young Children, Scribner's.
- Moore: The Primary School, Houghton, Mifflin.
- Lincoln Elementary School Staff: Curriculum Making in an Elementary School, Ginn and Co.
- Knox: School Activities and Equipment, Houghton, Mifflin.
- Teachers College Record, Progressive Education, Childhood Education.
- Pamphlets from modern schools, such as, Lincoln, Ethical Culture School, City and Country School, New York City; Francis Parker School, Chicago; etc.

Music

Music I—Junior Year----- } MISS WEYFORTH
 2 periods per week for 12 weeks. } MISS PRICKETT

Elements of Music. This course purposes to present a study of the elements of music, including note values and relationship based on quarter and eighth notes as beat notes, simple and compound measure, key signature, major scales, ear and eye recognition of common rhythmic and tonal figures, and the use of the tuning fork and pitch pipe. Special attention is given to the development of the student's singing voice, and to attaining certain standards of performance. This is a subject-matter course, and although not dealing primarily with methods of teaching it is based upon selected song material, and taught by methods suitable for elementary classroom use.

Basic texts:

Progressive Music Series, Book I, Silver, Burdett.
 Hollis Dann Music Series, Books II, III, American Book Co.
 Everyday Song Book, The Cable Co.
 Twice 55 Songs for Community Singing (Brown), Birchard.

References:

Appropriate use of "General References" and "Mimeographed Material" under Music IV.

Music II—Junior Year----- } MISS WEYFORTH
 2 periods per week for 12 weeks. } MISS PRICKETT

Sight Reading. This course continues the study of music elements, including minor mode, chromatics, elementary harmony, and directing. Special attention is given to ear training, written tonal and metric dictation and individual sight reading with sol-fa syllables of music of the type of study songs used in the first three grades. Prerequisite, Music I.

Basic texts:

Progressive Music Series, Book I, Silver, Burdett.
 Hollis Dann Music Series, American Book Co.
 Foresman: First or Second Book of Songs, American Book Co.
 Music Education Series, Introductory Music, Ginn.
 Twice 55 Songs for Community Singing, Birchard.

References:

Appropriate use of "General References" and "Mimeographed Material" under Music IV.

Music III—Junior Year----- } MISS WEYFORTH
 2 periods per week for 12 weeks. } MISS PRICKETT

Rote Song. Special attention is given in this course to selection, teaching, and interpretation of rote songs,—also to acquiring a graded repertoire of rote songs for classroom use. This course includes a study of the child voice, remedial work for the non-singer, and observation and participation by students in the classroom. Prerequisite, Music II.

Basic texts:

- Progressive Music Series, Book II, Silver, Burdett.
 Hollis Dann Music Series, American Book Co.
 Twice 55 Songs for Community Singing, Birchard.
 The Music Hour, Books I and II, Silver, Burdett.

References:

- Appropriate use of "General References" and "Mimeographed Material" under Music IV.

Note: In the case of the City Juniors the content of the above three courses is covered in two terms.

Music IV—Kindergarten-Primary—Senior Year-----
 {MISS WEYFORTH
 {MISS PRICKETT
 {MISS MACDONALD

3 periods per week for 12 weeks.

This course is devoted to the study and demonstration of materials and methods for the kindergarten and first three grades. It attempts to help the teacher to arouse and preserve in pupils a love for good music, and to develop their skill progressively through listening to appropriate songs sung by the teacher and selections played on the phonograph; through the singing of songs; through rhythmic response; through creative musical expression—these being coupled with a use of notation appropriate to the grade.

References:

Song Series and Song Collections:

- Progressive Music Series, Book I, Silver, Burdett.
 Hollis Dann Music Series, Books I, II and III, American Book Co.
 Foresman: First Book of Songs, American Book Co.
 Music Education Series, Songs of Childhood, Introductory Music, Ginn.
 Neidlinger: Small Songs for Small Singers, Schirmer.
 Riley and Gaynor: Songs of the Child World, John Church Co.
 Bentley: Play Songs, A. S. Barnes & Co., and others.
 The Music Hour, Books I and II, Silver, Burdett.
 Lyric Primer, Scott, Foresman.

General References:

For all Senior Courses, with emphasis upon those most valuable to the differentiated courses.

- Cundiff and Dykema, School Music Handbook, Birchard.
 Progressive Music Series, Teacher's Manual, Vol. I, Silver, Burdett.
 Universal School Music Series, Teacher's Book, Hinds, Hayden, Eldredge.
 Mohler: Teaching Music from an Appreciative Basis, Birchard.
 Music Appreciation with the Victrola for Children and Revised Outlines, Victor Talking Machine Co.
 Faulkner: What we hear in Music, Victor Talking Machine Co.
 Newman: How to Teach Music to Children, Carl Fischer.
 Mason: The Orchestral Instruments and What They Do, H. W. Gray.
 Glenn, DeForest: Music Appreciation for Every Child, Primary Grades, Silver, Burdett.
 Glenn, Lowry: Music Appreciation for Every Child, Intermediate Grades, Silver, Burdett.
 Hamilton: Outlines of Music History, Oliver Wilson.



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THE ORCHESTRA



THE RURAL CLUB



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Mimeographed Material:

Outlines for the teaching of songs:

Rote Singing.
Teaching a Song by Use of a Phonograph Accompaniment.
"Study" Song.
Ear Training.
Sight Singing.
Songs for Study and Sight Singing.
From Rhythm and Melody to Notation.
Rhythmic and Tonal Dictation.
Creative Music, Rhythm.
Part Singing.
The Minor Mode.

Units of Song Material:

The Story of the Spring in Song.
Characters from Bookland.
The Sea.
May Day Songs.
Mother Goose Songs.
"Geography" Songs.

Outlines on Appreciation:

Rhythm.
Songs for Listening.
Lessons in Discrimination.
Descriptive Music.
Correlation of Music with Other Subjects.
Learning to Know a Great Composer Through His Music.
Music and Pictures.
Music, Pictures, and Poetry.
Distinctive Music of the United States.
Special Lesson Units—Peer Gynt, William Tell, etc.
Instruments of the Orchestra, by Sight, Sound, and Story.
Records for Grades I, II, III.
Records for Grades IV, V, VI.

Music IV—Intermediate Grades—Senior Year----- { MISS WEYFORTH
MISS PRICKETT
MISS MACDONALD

3 periods per week for 12 weeks.

This course briefly summarizes the work done in the first three grades and aims to show how this work is extended and developed in the intermediate grades. It continues to help the teacher to plan for progressive growth of pupils in skill in singing and response to rhythm—again coupled with appropriate note reading, in appreciative listening to musical compositions, and in that musical taste and judgment that come as a result of intelligent musical activity. (See Mimeograph Material, Outlines on Appreciation, for suggestion as to some of the details of the work in appreciation).

References:

Song Series and Song Collections—

Davison, Surette, and Zanzig: A book of songs, Concord Series No. 4, S. C. Schirmer.
Riley, Gaynor: Songs of the Child World, John Church Co.
Armitage: Junior Laurel Songs, C. C. Birchard.

Progressive Music Series, Book II, Silver, Burdett.
 Hollis Dann Music Series, Books IV, V, VI, American Book Co.
 Foresman: Second and Third Books of Songs.

General references:

(As for Kindergarten-Primary Course)

<i>Music IV—Rural Music—Senior Year</i> -----	{ MISS WEYFORTH MISS PRICKETT MISS MACDONALD
3 periods per week for 12 weeks.	

This course deals with the phases of music study described in the kindergarten-primary and intermediate grades, adapted, however, to one and two-room schools. Special attention is given to class procedure, to community music, and to the attainment of certain minimum standards for music in rural schools. Prerequisite, Music, I, II, III.

Note: The course for city students in both the Junior and Senior Years is based on the work outlined in the Baltimore Course of Study. The county course is based on the course of study presented by the Educational Council of the Music Supervisors' National Conference.

References:

Songs:

Selected Songs from Song Collections as listed under both Kindergarten-Primary and Intermediate Grades.

Fullerton: One Book Course in Elementary Music, Fullerton and Gray, Cedar Falls, Iowa.

General References:

(As for Kindergarten-Primary Course and Intermediate Grades.)

Penmanship

Penmanship—Junior Year-----MISS HAMM
 2 hours per week for 12 weeks.

The course provides experience through the use of the Curtis-Shaw "Standard Practice Tests in Handwriting" so that the student may become familiar with the basic principles underlying the practice tests and the technique and classroom procedure involved in the use of the same.

The important values developed in this course of study are: (1) individual and group instruction; (2) a definite technique of study; (3) a means for the individual pupil to progress at his best rate; (4) a procedure which provides growth in the development of social habits as well as skill to write; and (5) use of tests as an aid in instruction and as a means of measuring progress.

The material and method make it possible for one teacher to handle a schoolroom consisting of a number of classes, and yet give each child adequate individual instruction.

Opportunity is given for individual improvement in handwriting, in blackboard practice, in observation of classroom work and in the study of individual writing difficulties.

A special study of Correlated Handwriting, method adopted by the Baltimore City Schools, in conjunction with the Courtis Shaw Manual provides an adequate background for the teaching of handwriting.

Texts:

Courtis-Shaw Manual, Detroit Board of Education.

Correlated Handwriting Complete Teachers' Manual by Dr. Frank N. Freeman.

Rural Life Course

Rural Life—Senior Year-----MISS BROWN

2 periods per week for 12 weeks.

The purpose of the course is to give the student a better understanding of the social and economic problems of society that are directly related to the educational problems which an efficient teacher must consider.

Special emphasis is placed upon the factors which influence education in the State. Class activities are directed toward making the teacher an initiator as well as a participator in desirable community movements for the benefit of child welfare.

There is no basal text since it is deemed preferable to have reports made in class from a wide reading list of references including magazines and government bulletins related to the course.

References most often used:

The Annual Reports of the Maryland State Department of Education.

Bulletins gotten out by the State Department of Education, the U. S. Bureau of Education, and the U. S. Department of Agriculture.

Gillette: Rural Sociology, Macmillan.

Campbell: Rural Life at the Cross Roads, Ginn.

Israel and Landis: Handbook of Rural Social Resources, Univ. of Chicago Press.

Cubberley: Rural Life and Education, Houghton, Mifflin.

Brim: Rural Education, Macmillan.

Sims: Elements of Rural Sociology, Crowell.

Taylor: Rural Sociology, Harper.

Teaching Courses

Teaching I—An Introduction to Teaching—Junior
Year, Term I-----

3 periods per week for 12 weeks.

{	DR. AGNES SNYDER
	MISS WOODWARD
	MISS BROWN
	MISS COBB
	MISS STEELE
	MISS RUTLEDGE

This is an orientation course aiming primarily to introduce the students, through directed observation, discussion and reading, to the characteristics of the modern school. The course aims further, to give the student training in accurate observation of children's activities in the classroom and in the selection and interpretation of significant factors; to acquaint him with such material in educational literature as is descriptive of progressive schools and movements, and with such books

in history, science and general literature as will give him a deeper insight into the meaning of education; to give him experience in participating in both small and large discussion groups; to give him some basis for choice of his course: kindergarten-primary, intermediate, rural one-room, rural primary, and rural intermediate.

The course consists of two conference hours and one hour of directed observation in the elementary school.

Basal text:

Snyder: Introduction to Teaching, Maryland State Normal School at Towson,
Bulletin No. 1 Series 3.

<i>Teaching II—Participation—Junior Year-----</i>	{	DR. AGNES SNYDER
		MISS WOODWARD
		MISS BROWN
		MISS STEELE
		MISS COBB
		MISS RUTLEDGE
		TRAINING TEACHERS

The course aims:

1. To give the student early in his training opportunity to do some type of city or rural teaching, and thus send him to all other courses with clearer understanding of their purposes and values.
2. To enlarge and enrich his observation of educational practices begun in Introduction to Teaching to include other phases of education typical of a state or city system.
3. To give him further basis for making his choice of kindergarten-primary or intermediate work in the city, or, if rural or graded school, in the county.

One morning or one afternoon a week is spent either in an elementary classroom or in visiting. One hour a week is spent in conference with the director of student teaching.

The work in the classroom consists of:

1. Individual, group, and classroom teaching based upon courses taken either in the previous term or during the term in which Junior Participation is taken.
2. Exercises in child psychology under the direction of the instructors of that course.

The school visits give a basis for the understanding of problems of organization as represented by the platoon school, the consolidated school, and the use of the X. Y. Z. plan. Schools also are visited which demonstrate good library facilities, health progress, care of a typical child, etc.

<i>Teaching III—Senior Year—County Students----</i>	{	MISS BROWN
		MISS STEELE
		MISS COBB
		TRAINING TEACHERS

3 hours per day for 12 weeks.

Every county senior is required to spend at least 3 hours a day for 12 weeks in student teaching, a minimum total of 180 hours in the

school room. In addition to this, the students have regularly scheduled conferences with the training teachers, with the supervisors of student teaching, music, and athletics, besides individual conferences with other instructors at the Normal School. As a pre-requisite to this course, students must have successfully passed all theory work taken prior to entrance into student teaching, and have made units of work in certain subjects for the teaching period.

Some students spend half of the 12 weeks in the Campus School, half in the county schools. In each case students are given experience in two centers. They are inducted gradually into teaching, by observing, by teaching one class, by teaching several classes, and by finally having charge of a room for two days.

Schools available for county student teaching include the following: on the campus, a graded school of eight rooms; in Anne Arundel County, centers in one consolidated school; in Harford County, a graded school; in Baltimore County, centers in three two-room schools, in one three-room school, and in two graded schools. All affiliated schools in the counties are within daily accessible distance of the Normal School, so that the students may return for conference, for use of the library and for residence. All students are expected to attend at least one parent-teacher meeting during the term. As far as possible the students are members of the local community during senior student teaching.

<i>Teaching III—Senior Year—City Students</i> -----	{	MISS WOODWARD MISS RUTLEDGE TRAINING TEACHERS
30 hours per week for twelve weeks.		

Differentiated courses for Kindergarten-Primary and Intermediate Groups.

All students who plan to teach in the City of Baltimore spend one term of 12 weeks, 30 hours per week, in student teaching in the practice centers. Students are given two experiences of 6 weeks each so that they may determine the grade of work for which they are best adapted.

Students are given early assignments to their centers in order that they may make specific preparation for student teaching in related courses taken at the Normal School. Students must present satisfactory units of work for teaching to the teacher of practice before being permitted to teach.

In addition to the daily conferences held at the center by the teachers of training, students meet the director of training once a week to discuss their problems and especially to emphasize the relation of theory and psychology to actual classroom situations. Members of the supervisory staff from the theory department visit the centers frequently and confer with the students in regard to their work. Students are given every opportunity in the schools to which they are assigned to participate in all school functions and to know the life of the community.

GRADUATES OF 1926

Allyne Audrey Airey.....	Baltimore City	Myrtle Madolyn Cullen.....	Somerset Co.
Jennie Ruhl Alexander.....	Baltimore City	Savilla Custis.....	Somerset Co.
Glenn Horner Algire.....	Baltimore City	Mildred Charles Dashiell.....	Dorchester Co.
Helen Virginia Alvey.....	Baltimore City	Belle Miriam Davis.....	Baltimore City
Susanna Brownley Amos.....	Harford Co.	Dorothy Olive Davis.....	Wicomico Co.
Elisabeth Frisby Anderson, Anne Arundel Co.		Nina Harrington Dean.....	Dorchester Co.
Frances Leone Armacost.....	Baltimore City	Clorinda Rita Dedominicis.....	Baltimore City
Catherine Armstrong.....	Baltimore City	Phebe Margaret Dehner.....	Howard Co.
Mary Elizabeth Arnold.....	Baltimore City	Mary Catherine Dent.....	Prince George's Co.
Grace Regina Arthur.....	Baltimore City	Anna Doris Diamond.....	Baltimore City
Hattie Margaret Atkinson.....	Caroline Co.	Katherine Croxall Dickey.....	Baltimore City
Elizabeth Auten.....	Baltimore Co.	Marguerite Marie Dierker.....	Baltimore City
Margaret Kathryn Babka.....	Harford Co.	Laura Florence Dodson.....	Baltimore City
Cora Virginia Bankert.....	Carroll Co.	Virginia Donelson.....	Baltimore City
Mary Hodges Barker.....	Baltimore City	Ruth Bosley Dorney.....	Baltimore City
Virginia Ellen Barnard.....	Allegany Co.	Gertrude Virginia Dowell.....	Calvert Co.
Hazel Hahn Bast.....	Baltimore City	Esther Earle Downing, Prince George's Co.	
Eleanora Jeannette Beatty.....	Baltimore City	John Joseph Durry.....	Baltimore Co.
Catherine Indiana Beauchamp, Somerset Co.		Florence Annette Edelson.....	Baltimore City
Ruth Griffith Beauchamp.....	Caroline Co.	Sadie Lenore Edlavitch.....	Baltimore City
Treva Romaine Becker.....	Carroll Co.	Dorothy Eichhorn.....	Baltimore City
Muriel Marie Bell.....	Baltimore City	Anna Carolyn Ellerbrock.....	Baltimore City
Anna Belov.....	Baltimore City	Ethel Rae Elliott.....	Wicomico Co.
Agatha Elizabeth Benesuns.....	Baltimore City	Evelyn Harper Emerine.....	Baltimore City
Virginia Bennett.....	Baltimore Co.	Anna Gertrude Eskridge.....	Dorchester Co.
Mary Margaret Bergin.....	Baltimore City	Freda Lola Etzler.....	Frederick Co.
Dorothy Madalene Berry.....	Baltimore City	Erna Madelyn Eybs.....	Baltimore City
Irene Minerva Blumberg.....	Baltimore City	Helen Marie Feaster.....	Baltimore City
Catherine Lucille Bond.....	Montgomery Co.	Thelma Elizabeth Feick.....	Baltimore City
Elsie Pauline Boring.....	Baltimore City	Anna Sara Feldman.....	Baltimore City
Madelyn Ritchie Boulden.....	Cecil Co.	Kathryn Elizabeth Fiddis.....	Baltimore City
Hilda Bernice Bowdle.....	Caroline Co.	Leona Catherine Finnell.....	Baltimore City
Ellen Hooe Bowling.....	Prince George's Co.	Robert Feaman Fishel.....	Washington Co.
Eugenia Josephine Brady.....	Frederick Co.	Florence Louise Fisher.....	Baltimore Co.
Fannie Barad Braunstein.....	Baltimore City	Amy Mildred Flohr.....	Carroll Co.
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Yetta Brickman.....	Baltimore City	Rose Ilene Foster.....	Baltimore City
Mary Dorothy Brinkley.....	Baltimore City	Dorothy Debrah Fox.....	Baltimore City
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Edna Rosalie Carter.....	Baltimore City	Evelyn Goodman.....	Baltimore City
Elizabeth Emily Chatham.....	Wicomico Co.	Marie Ellen Goodrich.....	Baltimore City
Rose Phyllis Cheslock.....	Baltimore City	Georgia Annette Gott.....	Calvert Co.
Ruth Regina Chrest.....	Baltimore City	Helen Thomas Graham.....	Queen Anne's Co.
Katherine McLinn Clare.....	Baltimore City	Jane Eleanor Gray.....	Charles Co.
Emma Marie Clark.....	Baltimore City	Lena Griest.....	Cecil Co.
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Edith Yetta Cooperstein.....	Baltimore City.	Ruth Catherine Groves.....	Baltimore City
Mary Ruth Cornman.....	Baltimore Co.	Alice Regina Hager.....	Cecil Co.
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Virginia Catherine Cox.....	Baltimore Co.	Helen Dora Harmon.....	Baltimore Co.
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Virginia Elizabeth Crosby, Anne Arundel Co.		Queen Anne's Co.	

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Mary Ruth Haupt.....	Frederick Co.		Baltimore City
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Lilly Hillman.....	Baltimore City	Elizabeth Howard McGinn.....	Baltimore City
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Mary Drew Hodson.....	Dorchester Co.	Olive Bowen MacMillen.....	Baltimore City
Elizabeth Spring Hoffmeister,	Baltimore City	Bernice Marie Mallonee.....	Baltimore City
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Eula Cleo Hopkins.....	Harford Co.	Alma Melvina Martin.....	Baltimore City
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Ruth Howard.....	Baltimore City	Georgia Estelle Melvin.....	Baltimore City
Marguerite Howeth.....	Baltimore City	Agnes Elisabeth Merritt.....	Cecil Co.
Louise Gwynn Hudgins.....	Baltimore City	Katherine Merritt.....	Baltimore City
Grace Winifred Hueg.....	Baltimore City	Florence Anna Messenger.....	Caroline Co.
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Erma Lydia Itneyer.....	Washington Co.	Edna Clare Miller.....	Baltimore City
Vivian Veronica Jackson.....	Baltimore City	Ruth Barbara Miller.....	Baltimore City
Sylvia Jancower.....	Baltimore City	Ruth Cordelia Miller.....	Harford Co.
Ruth Naomi Jarboe.....	Baltimore City	Sophie Mindel.....	Baltimore City
Addie Noble Jarrell.....	Caroline Co.	Leah Evelyn Minnich.....	Baltimore Co.
Clara Bernetta Jewell.....	Queen Anne's Co.	Helen Aileen Mixer.....	Baltimore City
Dorothea Mary Johnson.....	Baltimore City	Garnett Josephine Moore.....	Baltimore Co.
Mary Elizabeth Johnson.....	Baltimore City	Mary Edith Moore.....	Baltimore Co.
Edith Christine Jones.....	Dorchester Co.	Margaret Lenore Morgan.....	Baltimore City
Marion Adele Jones.....	Frederick Co.	Gara Morgan Morris.....	Baltimore Co.
Mildred Lee Jones.....	Baltimore Co.	Mary Howard Morsell.....	Frederick Co.
Julia Anna Karasik.....	Baltimore City	Grace Louise Mortimer.....	Baltimore City
Evelyn Julia Katcherofsky.....	Baltimore City	Olive Grace Mumford.....	Worcester Co.
Mary May Keagy.....	Baltimore Co.	Myrtle Janet Murrell.....	Somerset Co.
Lyda Keating.....	Baltimore City	Fannie Naiman.....	Baltimore City
Anita Sophronia Keller.....	Baltimore City	Anne Eleanor Nechamkin.....	Baltimore City
Julia Marie Kelly.....	Harford Co.	Sadie Leila Nelson.....	Dorchester Co.
Dorothy Virginia Kelso.....	Baltimore City	Katherine Elizabeth Nichols,	Baltimore City
Mary Virginia Kerr.....	Baltimore City	Frances Rebecca Nixon.....	Frederick Co.
Catherine King.....	Baltimore City	Catherine Leila Norris.....	St. Mary's Co.
Mary Elizabeth Kirtley.....	Baltimore City	Evelyn Ruth Oliphant.....	Dorchester Co.
Markaret Katherine Kline.....	Caroline Co.	Marjorie Virginia Orem.....	Baltimore City
Helen Elizabeth Knorr.....	Baltimore City	Ruth Margaret Owens.....	Baltimore City
Rose Lucille Kornblatt.....	Baltimore City	Mary Ruth Parrish.....	Baltimore City
Rose Frances Kotzen.....	Baltimore City	Alma Jones Parsons.....	Worcester Co.
Rosalind Carriere Kramer.....	Baltimore City	Virginia Lee Peddicord.....	Baltimore City
Evelyne Anna Kraus.....	Baltimore City	Julia Katherine Pelczar.....	Baltimore City
Helen Naoma Krebs.....	Baltimore Co.	Agnes Elizabeth Perkins.....	Baltimore Co.
Allice Kriegel.....	Baltimore City	Charlotte Young Perrie.....	Anne Arundel Co.
Annie Krieger.....	Baltimore City	Adele Bertha Pielke.....	Baltimore Co.
Rosalie Krostar.....	Baltimore City	Angela Mary Pieper.....	Baltimore City
Sara Ethelyn Laird.....	Somerset Co.	Edna Sutton Pierce.....	Cecil Co.
Grace Arminta Lambertson.....	Worcester Co.	Mabel Elisabeth Pohler.....	Baltimore City
Emily Lawson.....	Somerset Co.	Margaret Elizabeth Pollock.....	Baltimore City
Bernice Legum.....	Baltimore City	Emagene Porter.....	Montgomery Co.
Gladys Elizabeth Lenz.....	Baltimore City	Jane Powell.....	Montgomery Co.
Rose Florence Levinson.....	Baltimore City	Ethel Anna Preston.....	Harford Co.
Claire Lewis.....	Baltimore City	Ellen Virginia Price.....	Baltimore Co.
Edith Rosser Lewis.....	Berkley Co., W. Va.	Sara Trone Pringle.....	Carroll Co.
Mildred Ruth Lloyd.....	Baltimore Co.	Marie Cecelia Proctor.....	Caroline Co.
Mabel Lee Lockwood.....	Baltimore City	Emily Anna Prough.....	Carroll Co.
Louise Caroline Lohrfinck.....	Baltimore City	Harriet Eleanor Purdy.....	Baltimore City
Elizabeth Queen Luthringer.....	Cecil Co.	Phyllis Purnell.....	Baltimore City

GRADUATES OF 1926—Continued

Evelyn Elizabeth Pusey	Somerset Co.	Kathryn Elizabeth Soper	Montgomery Co.
Lola Mae Pusey	Somerset Co.	Genevieve Catherine Spain	Baltimore City
Elsie Virginia Quarles	Baltimore City	Elizabeth Todd Sparks	Baltimore Co.
Edna Carolyn Rau	Baltimore City	Agatha Grace Spilman	Baltimore City
Jeanette Mae Raynor	Baltimore City	Sophie Spintman	Baltimore City
Mary Priscilla Rees	Harford Co.	Emma Rebecca Stabler	Baltimore Co.
Katherine Rebecca Register	Baltimore City	Grace Geatty Standford	Harford Co.
Annetta Rehling	Baltimore City	Mary Lee Stanley	Montgomery Co.
Pauline Carrie Reiblich	Baltimore Co.	Julia Kathleen Stevenson	Baltimore City
Vivian Sophie Reid	Montgomery Co.	May Hartzell Stevenson	Baltimore Co.
Margaret Reitz	Baltimore Co.	Alexina Gertrude Stidham	Baltimore City
Mary Isabel Rennie	Baltimore City	Furn Rebecca Stitzel	Washington Co.
Virginia Rosalind Repp	Baltimore City	John Theodore Stone	Baltimore Co.
Lauretta Spedden Richardson		Edith Lois Straughn	Caroline Co.
	Dorchester Co.	Emma Lowe Sutherland	Baltimore City
Margaret Amelia Riddle	Baltimore Co.	Margaret Sherrington Sweeting,	
Mary Isabel Rigby	Kent Co.		Harford Co.
Grace Amelia Riley	Worcester Co.	Marguerite Emma Taylor	Worcester Co.
Oneita Jane Robbins	Dorchester Co.	Elsie Joannette Thais	Baltimore City
Miriam Rae Roberts	Wicomico Co.	Blodwen Thomas	Baltimore Co.
Katherine Elizabeth Rockhold		Elizabeth Fayette Thomas	Carroll Co.
	Baltimore City	Helen Mae Thomas	Baltimore City
Alta May Rose	Baltimore City	Maria Janet Thomas	Harford Co.
Freda Rosenburg	Baltimore City	Helen Downs Tindall	Anne Arundel Co.
Phebe Elizabeth Routzahn	Frederick Co.	Inez Santa Tomat	Baltimore City
Marian Wheeler Rowan	Harford Co.	Mary Evelyn Towers	Caroline Co.
Helen Nelson Rutledge	Harford Co.	Helen Marie Townsend	Baltimore City
Bernice Barbara Ryan	Frederick Co.	Marguerite Linthicum Travers,	
Lillian May Salter	Baltimore Co.		Baltimore City
Ethel Sutton Sanner	Baltimore City	Margery Idabelle Tucker, Anne Arundel Co.	
Elizabeth Sawyer	Baltimore City	Vesta Elizabeth Turnbaugh	Baltimore Co.
Anna Florence Schaefer,		Jeannette Emelia Twardowicz,	
	Prince George's Co.		Baltimore City
Hilda Elizabeth Schaeffer	Carroll Co.	Ruth Evelyn Vickers	Caroline Co.
Dolly May Schepler	Baltimore City	Helen Marie Voelker	Baltimore City
Dorothy Schochet	Baltimore City	Anna Frances Wahl	Baltimore City
Mabel Frances Schoeppler	Baltimore City	Lillian Constance Waldschmidt,	
Marie Lourdean Schroder	Baltimore City		Baltimore City
Anne Ruth Schroeter	Baltimore City	Pearl Walter	Baltimore City
Dorothy Schwartzman	Baltimore City	Ethel Randolph Warfield	Baltimore City
Thelma Allie Scoggins	Baltimore City	Henry Bernard Waskow	Baltimore City
Mathilde Elliott Scott	Baltimore City	Kathryn Marie Wayson	Anne Arundel Co.
Laura Zena Seidman	Baltimore City	Laura Eloise Weant	Carroll Co.
Naomi Rose Seidman	Baltimore City	Verna Olivia Webb	Baltimore City
Marguerite Marie Seipp	Calvert Co.	Anna Keeley Weeder	Baltimore Co.
Evelyn Victoria Shaeffer	Baltimore City	Minna LeVerne Weidenhammer,	
Grayson Augustus Shank	Carroll Co.		Baltimore City
Grace Elizabeth Sheffer	Baltimore City	Isabelle Marguerite Welch,	
Dorothy May Sheppard	York Co., Pa.		Anne Arundel Co.
Anna Elisabeth Sherwood	Baltimore City	Irene Mabel Wendell	Baltimore City
Anna May Shipley	Baltimore City	Frankie Elizabeth Wheatley	Caroline Co.
Hattie Van Sant Shockley	Talbot Co.	Bernice Olivia White	Queen Anne's Co.
Louise Katherine Siehler	Baltimore City	Esther Whiteford	Baltimore Co.
Ruth Elizabeth Simmons	Calvert Co.	Kathryn Anna Wilhelm	Baltimore City
Hilda Singman	Cecil Co.	Evelyn Hammond Wilkinson	Baltimore City
Myer Site	Baltimore City	Beatrice Adella Williams	Somerset Co.
Esther May Sloan	Baltimore Co.	Dorothy Schroeder Wilson	Baltimore City
Klora Estella Smith	Frederick Co.	Clara Edythe Winger	Wyoming Co., N. Y.
Laura Medora Smith	Baltimore City	Mildred Florence Woelper	Baltimore City
Mildred Beverly Smith	Dorchester Co.	Mabel Elizabeth Wood	Calvert Co.
Olive Kelso Smith	Washington Co.	Marjorie Albert Wood	Baltimore City
Laura Elizabeth Smuck	Baltimore City	Virginia Caroline Woolsey	Baltimore Co.
Kathryn Alma Snook	Frederick Co.	Mildred Naomi Wright	Baltimore City
Theodore Roosevelt Snyder	Washington Co.	Esther Elizabeth Young	Calvert Co.
Sylvia Socoloff	Baltimore City	Betty Libby Zalis	Baltimore City
Vera Charlotte Soeder	Baltimore City	Lillian Burnyce Zalis	Baltimore City
Nettie Corinne Solloway	Baltimore City		

DIPLOMAS GRANTED AFTER SUMMER SESSION AS OF CLASS OF 1926

Mary Katharine Albrightain.....Charles Co.
Moses Appel.....Baltimore City
Allena Ruth Baker.....Baltimore City
Harry Bard.....Baltimore City
Howard Nelson Blight.....Baltimore City
Marybeth Bowling.....Prince George's Co.
Dorothy Brashears.....Anne Arundel Co.
Nan Elizabeth Brimer.....Worcester Co.
Alice Barbara Busenius.....Baltimore Co.
Mildred Baxley Coggins.....Baltimore Co.
Theodore Gaer Davis.....Charles Co.
Lloyd Hubert Derr.....Frederick Co.
Edith Lorena Dorsey.....Calvert Co.
Ida Grace Ford.....Harford Co.
Paul Garfinkel.....Baltimore City
Cora Elizabeth Glisan.....Frederick Co.
Iva Berdell Hickman.....Worcester Co.
Dorothea Reese Jackson.....Talbot Co.

Margaret Pauline Kramer.....Baltimore City
Walter Holmes Lockard.....Carroll Co.
Isaac Raymond Miller.....Baltimore City
Mary Laura Palmer.....Frederick Co.
Hannah Elizabeth Peacock.....Kent Co.
Joseph Richard Prout.....Anne Arundel Co.
Margaret Virginia Robinson, Baltimore City
Alice Bernette Saffell.....Baltimore Co.
Florence Vera Schloss.....Baltimore City
Isadore Shavrick.....Baltimore City
Lillian Viola Specht.....Howard Co.
Eleanor Pasquay Steimly.....Baltimore City
Margaret Ellen Straughn.....Baltimore Co.
Charlotte Tickner.....Baltimore City
Isadore Turk.....Baltimore City
Frances Walton Unglaub.....Somerset Co.
Anna Elizabeth Wiles.....Frederick Co.

CLASS OF 1926

Officers

President, Catherine Norris
Vice-President, Elsie Quarles
Secretary, Mary Elizabeth Johnson

Awards

The Baltimore County Bank award of \$10 for the senior receiving the highest grade of scholarship during the two-year course:

Helen Marie Feaster, Baltimore City

The Second National Bank of Towson award of \$10 for the best citizen in the senior class; elected by class vote:

Elsie Quarles, Baltimore City

The Towson National Bank award of \$20 to the student having the best scholarship record, the best civic attitude, and for having done the finest work in student-teaching in a rural school:

Parley Pratt Huff, Baltimore County

GRADUATES—JUNE, 1927

Eva Margaret Abromaitis.....Baltimore City
Marguerite Augusta Adams.....Baltimore Co.
Mary Ada Ainsworth.....Baltimore Co.
Lorena Aist.....Prince George's Co.
Helen Lee Albright.....Allegany Co.
Alice May Allen.....Harford Co.
Kathleen Mary Allen.....Frederick Co.
Mary Blanche Allender.....Harford Co.
Julia Miller Allnut.....Montgomery Co.
Kathleen Cecelia Alvater.....Talbot Co.
Dorothy Helen Anderson.....Wilmington, Del.
Evelyn Lydia Armstrong.....Baltimore City
Mary Evelyn Arnold.....Baltimore City
Velia Katherine Artigiani.....Baltimore City
Ruth Viola Bachtell.....Washington Co.
Ruth Lowry Bateman.....Baltimore City
Edna Elizabeth Ilatie.....Allegany Co.
Edna Elizabeth Bechtold.....Baltimore City
Anna Margaret Beehler.....Baltimore City
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Richie Elizabeth Benson.....Montgomery Co.
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Dorothy Heston Binns.....Bucks Co., Pa.
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Dorothy Lee Bounds.....Worcester Co.
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Margaret Armiger Boyd.....Baltimore City
Etta Jestina Bradshaw.....Dorchester Co.
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Walter Avery Branford.....Baltimore City
Katherine Beatrice Bregel.....Baltimore City
Harriette Elizabeth Brewer, Washington Co.
Ralph Edward Brightwell.....Howard Co.
Pierce Brillhart.....Baltimore City
Frances Elizabeth Brink.....Baltimore Co.
Marie Louise Brix.....Harford Co.
Rosina Louise Brocato.....Dorchester Co.

GRADUATES—JUNE, 1927—Continued

Anna Elizabeth Brooks	Baltimore Co.	Elizabeth Pearl Gibson	Baltimore City
Lillian Langsdale Brown	Baltimore City	Helen Elizabeth Gilmore	Baltimore City
Margaret Cecilia Brown	Baltimore City	Dorothy Frances Goldberg	Baltimore City
Myrtle Mae Buck	Prince George's Co.	Jeanette Molle Goldberg	Baltimore City
Dorothy Frances Buckmaster	Calvert Co.	Lillie Diana Goldman	Baltimore City
Ruth Erma Burgan	Baltimore City	Mary Florence Gorbán	Baltimore City
Harry Spilman Burns	Montgomery Co.	Elsie Gertrude Gore	Baltimore City
Dorothy Eleanor Butts	Baltimore Co.	Sarah Letitia Gorsuch	Baltimore City
Grace Helen Cadden	Baltimore City	Grace Naomi Graff	Baltimore City
Evelyn May Canoles	Baltimore City	Elsie Lucille Gray	Charles Co.
Mattie Ruth Carico	Harford Co.	Mabel Virginia Gray	Baltimore City
Mary Frances Case	Caroline Co.	Alma Martha Green	Baltimore Co.
Lucretia Clara Chamberlin	Somerset Co.	Anna Isabel Green	Queen Anne's Co.
Helen Alberta Cheezum	Caroline Co.	Katherine Elizabeth Green	Baltimore Co.
Edith Mae Claggett	Baltimore City	Lydia Marguerite Griffin	Caroline Co.
Ella Levering Clark	Baltimore City	Marie Elizabeth Griffin	Baltimore City
Ellen Nesbitt Clark	Baltimore City	Gladys Irene Grimes	Frederick Co.
Mildred Bridget Clishiam	Baltimore City	Lida Lee Grist	York, South Carolina
Mildred Agnes Cohee	Talbot Co.	Marjorie Bernadette Gwynn	Charles Co.
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Pearl Mae Corbin	Carroll Co.	Mattie Virginia Hall	Baltimore City
Wilhelmina Ruth Creamer	Cecil Co.	Florence Edwina Harkins	Harford Co.
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Evelyn Fredericca Dashiells	Baltimore City	Mary Carolyn Hastings	Wicomico Co.
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Helen Edna Denny	Queen Anne's Co.	Louise Morgan Heck	Baltimore Co.
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Evelyn Elizabeth Dewling	Baltimore City	Sadye Alma Hendler	Baltimore City
Helen Roberta Dickey	Allegany Co.	Mildred Henrietta Herrmann	Baltimore City
Dorothy Dietrich	Baltimore City	Mary Janet Hihn	Baltimore City
Ida May Disney	Baltimore City	Esther Ellen Hill	Worcester Co.
Elsie Doline	Baltimore City	Mary Jane Hill	Kent Co.
Marguerite Henrietta Dornheim,	Carroll Co.	Eleanor Patricia Hines	Baltimore City
Evelyn Mae Driscoll	Allegany Co.	Nellie Alvirda Hoar	Frederick Co.
Lois Alta Dryden	Somerset Co.	Thelma Manzella Hoar	Frederick Co.
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Madeline Veronica Dunne	Baltimore City	Edna Gertrude Holmes	Baltimore City
Mary Boardman Edelen	Charles Co.	Edith Sindall Hullett	Baltimore City
Joseph Blake Eggen	Baltimore City	Louise Barton Ijams	Baltimore City
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Ethel Jane Emmert	Washington Co.	Lena Annette Itzkoff	Baltimore City
Vera Estelle Euler	Baltimore City	Helen Virginia Jennings	Frederick Co.
Agnes Anne Eustace	Harford Co.	Florence Rosalie Jones	St. Mary's Co.
Lida Amelia Ewing	Cecil Co.	Helen Iola Jones	Anne Arundel Co.
Edith May Eyer	Carroll Co.	Lillian Mae Jones	Garrett Co.
Gertrude Barbara Fagan	Baltimore City	Janice Kahn	Baltimore City
Rose Bernice Famous	Harford Co.	Irma Luetta Kaufman	Baltimore City
Josephine Estelle Fischer	Baltimore City	Anna Janet Keech	Baltimore Co.
Mary Agnes Fitzgerald	Baltimore City	Kathryn Mary Keller	Frederick Co.
Marjorie Theresa Flayhart	Baltimore City	Margaret Catherine Kemmet	Baltimore Co.
Nina Adele Flook	Frederick Co.	Katherine Gertrude Kenney	Baltimore City
Foster Ellsworth Ford	Washington Co.	Katherine Gertrude Kern	Baltimore City
Mary Mildred Ford	Harford Co.	Margaret Temperance Keys	Baltimore Co.
Mary Elizabeth France	Baltimore City	Sara Elizabeth Kidd	Cecil Co.
Rayetta Pearl France	Washington Co.	Helen Irene King	Frederick Co.
Roberta Gantt Freeland	Calvert Co.	Miriam Keener King	Anne Arundel Co.
Colette Marie Freeze	Baltimore City	Anna Marie Kinnier	Baltimore City
Margaret Eleanor Frere	Charles Co.	Marjorie Kohler	Baltimore City
Hortense Emily Freud	Baltimore City	Samuel J. Krivitsky	Baltimore City
Florence Virginia Fyffe	Montgomery Co.	Evelyn Lane	Baltimore City
Hazel Gambrell	Baltimore City	Mary Elizabeth Lane	Caroline Co.
Theo Gary	Washington, D. C.	Madelyn Lillian Langenfelder,	Baltimore City
Edna Violet Gebhardt	Carroll Co.	Lillie May Lanham	Baltimore City

GRADUATES—JUNE, 1927—Continued

Mary Elizabeth Lankford	Worcester Co.
Maude Elizabeth Lautenbach	Baltimore City
Sara Sybil Lavin	Baltimore City
Mollie Leaderman	Baltimore City
Frances Tucker Lee	Baltimore Co.
Eleanor Leimbach	Baltimore City
Gladys Elizabeth Leister	Carroll Co.
Emma Magdalene Leroy	Baltimore City
Bessie Levin	Baltimore City
Leona Levy	Baltimore City
Arthur Lichtenstein	Baltimore City
Dora Alfreida Lloyd	Harford Co.
Ruth Marjorie Lowenthal	Baltimore City
Mary Louise Lynch	Baltimore Co.
Anna Augusta McCeney	Montgomery Co.
Anna Margaretta McCoy	Carroll Co.
Irene Townsend McDorman	Baltimore City
Edythe Dolores McFadden	Baltimore Co.
Elizabeth May McGinn	Talbot Co.
Helen Rosalyn McGrady	Cecil Co.
Beatrice Florence McKinney	Harford Co.
Evelyn Spedden Mace	Dorchester Co.
Everett Woods MacGowan,	Washington, D. C.
William Houston Mahaney	Baltimore Co.
Harold Randall Manakee	Baltimore City
Rachel Lenora Mandrell	Queen Anne's Co.
Hattie Louise Manuel	Frederick Co.
Lillian Grace March	Baltimore Co.
Pearl Margolin	Baltimore City
Hilda Louise Martin	Charles Co.
Elizabeth Katherine Mayer	Baltimore City
Erna Johanna Medenbach	Baltimore City
May Lillian Mercer	Frederick Co.
Helen Alice Meredith	Caroline Co.
Florence Helen Meyer	Baltimore City
Daisy Patrick Mietzsch	Kent Co.
Grace Wilhelmina Miller	Baltimore Co.
Mary Agnes Morningstar	Montgomery Co.
Elizabeth Irene Morris	Wicomico Co.
Marjorie Doll Morrison	Baltimore City
Elsa Marie Mortimer	Baltimore City
Edwin Stephen Muller	Baltimore Co.
Emorie Edwina Mullinix	Montgomery Co.
Beulah Victorine Mumma	Washington Co.
Bernice Isabel Mundy	Baltimore City
Miriam Alexander Musgrave,	Baltimore City
Ruth Dorothy Nelker	Baltimore City
Frances Naomi Neuhauser	Baltimore Co.
Ruth Alice Nicholas	Baltimore Co.
Marion Dawson Nichols	Prince George's Co.
Helen Catherine Nicodemus	Frederick Co.
Mildred Marzellae Nikirk	Washington Co.
Mary Woodward Norman	Baltimore City
Marie Hilda Novy	Baltimore Co.
Helen Romula O'Connor	Baltimore City
Margaret Oldenburg	Prince George's Co.
Anna May Oldham	Baltimore City
Alice Paynter Owens	Baltimore Co.
Eva Shepherd Owens	Baltimore Co.
Margaret Barbara Pahlman	Talbot Co.
Emily May Payne	Baltimore Co.
Margaret Brown Peele	Baltimore City
Carlotta Hathaway Perry	Baltimore City
Rosa Elizabeth Poole	Frederick Co.
Audrey Maxine Potts	Baltimore City
Clara Selina Powell	Somerset Co.
Elizabeth Katherine Price,	Queen Anne's Co.
Rachel Dolores Powell	Montgomery Co.
Mervin Harvey Price	Charles Co.
Nannie Naomi Price	Baltimore Co.
Lillian Augusta Pritchett	Dorchester Co.
Anna Caroline Rasin	Kent Co.
Julia Betty Raspe	Baltimore City
Virginia Ruth Read	Baltimore City
Charles Ernest Reck	Carroll Co.
Catherine Elizabeth Reed	Frederick Co.
Mary Elsie Reed	Baltimore City
Lena Tyler Reilly	Baltimore City
Ruth Belle Rice	Allegany Co.
Edna Louise Robertson	Prince George's Co.
Elizabeth Keiser Robertson	Montgomery Co.
Marie Yvonne Robinson	Baltimore City
Nellie Mason Rogers	Anne Arundel Co.
Margaret Luella Rohrer	Washington Co.
Victoria Rosenfeld	Baltimore City
Grace Mable Rutter	Caroline Co.
Mary Hyatt Ryan	Montgomery Co.
Margaret Myra Saylor	Frederick Co.
Selma Schenker	Baltimore City
Katherine Carlin Schindell	Washington Co.
Beatrice Mae Schlimme	Baltimore Co.
Ida Estelle Schorr	Baltimore City
Helen Virginia Scott	Baltimore City
Irene Segall	Baltimore City
Frances Virginia Shank	Washington Co.
Jeanette Thelma Shochet	Baltimore City
Naomi Ruth Shoop	Washington Co.
Helen Elizabeth Shriley	Kent Co.
Eva Simonoff	Baltimore City
Mary Gertrude Sincok	Baltimore Co.
Catherine Lenora Skinner,	Queen Anne's Co.
Mildred Louise Skinner	Queen Anne's Co.
Elizabeth Louise Snyder	Washington Co.
Florida Doris Snyder	Baltimore City
Gladys Pauline Snyder	Washington Co.
Elsie Christina Sommerfeld	Frederick Co.
Annie Elizabeth Soper	Montgomery Co.
Julia Harrison Sothoron	St. Mary's Co.
Ruth Purdum Souder	Montgomery Co.
Mary Joe Stack	Baltimore City
Esther Gertrude Stanley	Montgomery Co.
Esther Naomi Statum	Caroline Co.
Edith Pauline Stephens	Anne Arundel Co.
Sara Stern	Anne Arundel Co.
Elizabeth Rebecca Stevens,	Queen Anne's Co.
Frances Elizabeth Stevenson,	Worcester Co.
Helen Stewart	Baltimore City
Kathryn Elizabeth Stokes	Baltimore City
Marie Elizabeth Stroebel	Baltimore City
Marguerite Christine Suchting,	Baltimore City
Anne Harriet Sullens	Baltimore City
Lorretto Julia Taggart	Baltimore Co.
Helen Mae Tatman	Queen Anne's Co.
Mildred Olivia Taylor	Baltimore City
Katherine Angela Templeton	Allegany Co.
Beatrice Evelyn Thomas	Queen Anne's Co.
Helen Virginia Thomas	Frederick Co.
Hettie Mary Thomas	Worcester Co.
Olive Lee Thompson	Montgomery Co.
Nona Varnece Travers	Baltimore City
Eleanor Carl Twle	Baltimore City
Benjamin Foxwell Van Sant	Baltimore City
Helen Naudain Van Sant	Kent Co.

GRADUATES—JUNE, 1927—Continued

Kathryn Waesche Waddell.....	Carroll Co.	Dorothy Justine Wells.....	Baltimore City
Dixie Marguerite Walker.....	Garrett Co.	Catherine Welsh.....	Baltimore City
Mildred Wallace.....	Harford Co.	Lenore Irene Whitmore.....	Frederick Co.
Willma Baumgarten Wallenstein,		Elizabeth Virginia Whittle.....	Baltimore City
	Baltimore City	Evelyn May Wieder.....	Baltimore City
Mary Henrietta Wallis.....	Kent Co.	Helen Lucille Willard.....	Montgomery Co.
Ida Irene Ward.....	Carroll Co.	Elizabeth Gilpin Willson.....	Montgomery Co.
Dorothy Virginia Waskey.....	Baltimore City	Sara Jane Winger.....	Baltimore Co.
Marjorie Watkins.....	Baltimore City	Olive Lucy Wood.....	Caroline Co.
Thelma Watson.....	Calvert Co.	Henrietta Louise Young.....	Washington Co.
Minnie Cooper Watts.....	Talbot Co.	Sara Klafter Yudlson.....	Baltimore City
Robert Bower Weaver.....	Harford Co.		

Deferred Diplomas to be Granted After Summer Session

As of Class of 1927

Margaret Elizabeth Baker.....	Frederick Co.	Emma Waters Muncaster.....	Montgomery Co.
Alma Jeanette Cooper.....	Baltimore Co.	Harry Tyson Murphy.....	Baltimore City
Eloise Belle Crees.....	Prince George's Co.	Hyman Sachs.....	Baltimore City
Catherine Virginia Dansberger,		Carrie Rebecca Schnebly.....	Washington Co.
	Frederick Co.	Mary Emmert Toms.....	Washington Co.
Mary Louise Donaldson.....	Baltimore Co.	Margaret Gertrude Waltz.....	Carroll Co.
Sidney Fishbein.....	Baltimore City	Agatha Lucille Wareheim.....	Carroll Co.
Julius Hettleman.....	Baltimore City	Culver Buchanan Windsor,	
Mary Katherine Hopkins.....	Wicomico Co.		Anne Arundel Co.
Louise Evelyn Lippy.....	Frederick Co.	Alice Irene Young.....	Montgomery Co.
Gladys Margaret Miller.....	Cecil Co.	Katherine Young.....	Baltimore City

Class of 1927

Officers

President, Margaret Haines
Vice-President, Spilman Burns
Secretary, Mary Ryan

Awards

The Baltimore County Bank award of \$10 for the senior receiving the highest grade of scholarship during the two-year course:

Margaret Rohrer, Washington County

The Second National Bank of Towson award of \$10 for the best citizen in the senior class; elected by class vote:

Lorena Aist, Prince George's County

The Towson National Bank award of \$20 to the student having the best scholarship record, the best civic attitude, and for having done the finest work in student-teaching in a rural school:

Margaret Rohrer, Washington County

GRADUATES—JUNE, 1928

Mildred Frances Alexander	Baltimore City	Genevieve Rosalie Emerine	Baltimore City
Ruth Elizabeth Allen	Baltimore Co.	Ellen Sonia Laebowitz	Baltimore City
Ethel Virginia Almony	Baltimore Co.	John William Lakin	Washington Co.
Gladys Lee Almony	Baltimore City	Jane Antoinette LaMotte	Baltimore City
Mary Irene Andrews	Montgomery Co.	Tilden Theodore Lawlis	Baltimore Co.
Mae Lowman Angle	Washington Co.	Ruth Evelyn Lawyer	Carroll Co.
William Charles Bader	Baltimore City	Emma May Lee	Baltimore City
Mary Evelyn Bamberger, Queen Anne's Co.		Norma Louise Leonard	Talbot Co.
Mary Virginia Lee Barker	Harford Co.	Irene Morforde Lewis	Baltimore City
Eleanor Lucille Barner	Washington Co.	Mary Trillis Lloyd	Harford Co.
Etta May Benson	Anne Arundel Co.	Mary Frances Logan	Cecil Co.
Ethel Yetta Bernstein	Baltimore City	Elisabeth Bowen Lohr	Montgomery Co.
Lula Regina Bichy	Baltimore City	James Wilson Lord	Howard Co.
Helen Blumberg	Baltimore City	Elizabeth Sharp Lynch	Sussex Co., Del.
Dorothy Elizabeth Boesche	Baltimore City	Leila McCabe	Baltimore City
Elvin Elizabeth Bowen	Calvert Co.	Elizabeth Smith McDowell, New Castle, Del.	
Eleanor Livingston Bowling, Baltimore City		Mary Lillian McGee	Millsboro, Del.
Edith Wilna Bradshaw	Dorchester Co.	Dolly Marie Madison	Washington Co.
Hilda Eudolphia Brandenburg,		Mary Ellen Main	Harford Co.
	Frederick Co.	Naomi Ruth Markley	Baltimore City
Susan Emily Bromwell	Dorchester Co.	Mary Esther Matthews	Baltimore City
Sara Ellen Brothers	Carroll Co.	Helen Ashcom Medinger	Baltimore City
Mary Elizabeth Browning	Frederick Co.	Marian Lodge Medinger	Baltimore Co.
Mildred Reid Buckingham	Carroll Co.	Ethel Ramona Melcher	Baltimore City
May Buckworth	Cecil Co.	Loretta Elizabeth Meyer	Baltimore City
Dorothy Kirk Burkhardt	Baltimore City	Dorothy Louise Milbourne	Somerset Co.
Viola Jeanette Burroughs,		Catherine Miller	Baltimore Co.
	Prince George's Co.	Elizabeth Lucile Miller	Allegany Co.
Roberta Louise Butler	Caroline Co.	Fannye Miller	Worcester Co.
Henry LeRoy Byer	Baltimore Co.	Mary Catherine Miller	Washington Co.
Corinthia Caldwell	Baltimore City	Mary Gwendolyn Miller	Carroll Co.
Mattye Estelle Campbell	Baltimore City	Grace Talitha Mills	Baltimore City
Velma Rosamond Carew	Baltimore City	Georgia Missel	Baltimore City
Dwight Shearer Caskey	Baltimore Co.	Mary Alice Mobley	Frederick Co.
Sidney Norman Chernak	Baltimore City	Julia Virginia Mohler	Baltimore Co.
Kate Hildt Chew	Anne Arundel Co.	Ruth Anna Moon	Charles Co.
Edward Maurice Clarke	Frederick Co.	Gladys Jeanette Moore	Dorchester Co.
Elizabeth James Coale	Baltimore City	Trophena Belle Moore	Dorchester Co.
Elizabeth Hilda Combs	Baltimore City	Mabel Margaret Morgan	Baltimore Co.
Lillian Virginia Cooper	Washington Co.	Mildred Agnes Morris	Baltimore Co.
Mildred Geneva Copenhaver	Harford Co.	Elsie Grace Morrison	Baltimore City
Helen Louise Cousins	Baltimore City	Katherine Insley Mowbray	Dorchester Co.
Alma Elizabeth Crim	Baltimore City	Veanetta Mower	Allegany Co.
Margaret Alretta Crouse	Carroll Co.	Emily Teresa Mudd	Charles Co.
Julia Irené Crumm	Howard Co.	Hester Virginia Mudd	Charles Co.
Edna Catharine Culler	Frederick Co.	Margaret Blondene Mueller, Baltimore City	
Carlyn May Cunningham	Harford Co.	Mary Elizabeth Myers	Washington Co.
Chester Moore Davis	Carroll Co.	Olive Mae Myers	Washington Co.
Mary Elizabeth DeGraffenreid,		David Nathanson	Baltimore City
	Baltimore City	Helen Felicia Neer	Baltimore City
Margaret Madeline DeLawter,		Helen Dorsey Nicols	Baltimore City
	Washington Co.	Sarah Irene Norris	Harford Co.
Mary Lucretia Dewling	Baltimore City	Jeanette Noveck	Baltimore City
Beatrice Marie Diehl	Frederick Co.	Mary Elizabeth O'Donnell	Howard Co.
Mary Elizabeth Dignan	Baltimore City	Wilmette Augusta Patton	Baltimore City
Anna Elizabeth Dixon	Dorchester Co.	Louise Ardelie Penn	Howard Co.
Emma Elizabeth Dobler	Baltimore City	Virginia May Phillips	Frederick Co.
Mary Adell Dobson	Baltimore Co.	Virginia Leigh Poole	Montgomery Co.
Isobel Agatha Douglas	Caroline Co.	Katherine Elizabeth Posey	Charles Co.
Grace Lillian Dutrow	Montgomery Co.	Julia Eloise Poyner	Caroline Co.
Catherine Daniel Duvall	Baltimore City	Evelyn Virginia Preston	Cecil Co.
Mary Elizabeth Duvall	Prince George's Co.	Annie Mae Price	Queen Anne's Co.
Lillian Spedden Edgar	Baltimore City	Dorothy Margaret Pruitt	Worcester Co.
Margaret Marie Elgert	Baltimore City	Edna Carmalite Rainey	Baltimore City
Marcia Amelia Elliott	Anne Arundel Co.	Carroll Stephen Rankin	Baltimore City
Agnes Norman Emmerich,		Lillian Catherine Reich	Frederick Co.
	Anne Arundel Co.	Helen Elizabeth Reid	Washington Co.

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GRADUATES—JUNE, 1928—Continued

Mary Elizabeth Reid.....	Allegany Co.	Molly Kroll.....	Baltimore City
Margaret Evelyn Resau.....	Baltimore City	Margaret Kurtz.....	Worcester Co.
Mary Frances Rhodes.....	Cecil Co.	Berndena Oscarine Ridenour, Frederick Co.	
Laura Spencer Emory.....	Queen Anne's Co.	Harriet Elizabeth Robinson.....	Harford Co.
Sara Lenore Ensor.....	Carroll Co.	Catherine Elizabeth Rohr.....	Baltimore City
Hazel Essery.....	Baltimore City	Beatrice Rosenbaum.....	Baltimore City
Mary Edith Farr.....	Charles Co.	Hattie Marian Rosenstock.....	Carroll Co.
Edith Jeannette Ferrens.....	Baltimore City	Jeanie MacDonald Ross.....	Baltimore City
Zoe Feeman Fishel.....	Washington Co.	Henrietta Julia Rudacille.....	Baltimore City
Eileen Genevieve Fitzgerald, Baltimore City		Maude Elizabeth Rutherford, Baltimore City	
Ada Belle Flanagan.....	Frederick Co.	Mary Irene Scally.....	Baltimore Co.
Leila Louise Fleischauer.....	Baltimore City	Florence Dorothy Schaible.....	Baltimore Co.
Howard Oliver Flook.....	Frederick Co.	Melva Elizabeth Schneider,	
Roger Ellis Fogle.....	Frederick Co.	Anne Arundel Co.	
Bertie Arinthea Ford.....	Worcester Co.	Ethel Schwartz.....	Montgomery Co.
Catherine Elizabeth Freiman,		John Karl Schwartz.....	Baltimore Co.
Baltimore City		Ruth Scoll.....	Baltimore City
Hazel Mae Fridinger.....	Washington Co.	Blanche Harriet Seidman.....	Baltimore City
Katharine Rebecca Fringer.....	Carroll Co.	Mary Rebecca Shockley.....	Wicomico Co.
Lillian Leona Fulmer.....	Frederick Co.	Evelyn Elizabeth Shoemaker.....	Frederick Co.
Emma Gale.....	Baltimore City	Claire Loper Shull.....	Baltimore City
Mary Agnes Garrett.....	Baltimore Co.	Bernard Louis Sieverts, Jr.....	Baltimore Co.
Rachel Ellen Gaver.....	Howard Co.	Annie Mary Simmons.....	Cecil Co.
Leonard Tormey Gentry, Jr., Baltimore City		Christine Virginia Simpson.....	Frederick Co.
Dora Gerstein.....	Baltimore City	Rena Louise Slagen.....	Frederick Co.
Olga Juliana Johana Graf.....	Baltimore Co.	Alma Louise Staley.....	Washington Co.
Gladys Elizabeth Grammer.....	Baltimore Co.	Evelyn Virginia Stebbing.....	Cecil Co.
Evelyn Karu Grollman.....	Baltimore City	Abraham Stein.....	Baltimore City
Mildred Mae Hahn.....	Baltimore City	Sue Elizabeth Stephenson.....	Harford Co.
Mary Susan Hamilton.....	Baltimore City	Viola Ruth Stewart.....	Baltimore Co.
Madeline Regina Hardy, Prince George's Co.		Mildred Catherine Stine.....	Frederick Co.
Pauline Charlotte Harn.....	Baltimore City	Reba Katherine Stitley.....	Frederick Co.
Mary Ann Harrison.....	Baltimore City	Fred Lester Stouffer.....	Washington Co.
Margaret Lee Hatcher.....	Frederick Co.	Alice Gertrude Streaker.....	Howard Co.
Oliver Ruth Hauver.....	Frederick Co.	Alice Virginia Stup.....	Montgomery Co.
Agnes Hayden.....	Charles Co.	Margaret Rosalia Stup.....	Frederick Co.
Frances Lois Heaps.....	Baltimore City	Marian Blanche Sullivan.....	Talbot Co.
Iva Capitola Heath.....	Wicomico Co.	Lillian Cordelia Sundergill.....	Frederick Co.
Anna Celeste Heinz.....	Baltimore City	Mary Beatrice Taylor.....	Anne Arundel Co.
Lucy Higbee.....	Frederick Co.	Mary Ella Taylor.....	Talbot Co.
Elinor Catherine Hightman.....	Frederick Co.	Ruth Lee Trayer.....	Carroll Co.
Magdalene Wilhelmina Hildebrandt		Regina Constance Tunney.....	Baltimore City
Baltimore City		Mary Eileen Vicari.....	Baltimore City
Violet Leona Hofferbert.....	Baltimore City	Clarice Virginia Waddell.....	Carroll Co.
Elmer Walter Hoffman.....	Caroline Co.	Margaret Gettings Wahaus.....	Baltimore Co.
Henrietta Van Den Berg Hoffman,		Mary Angela Waidner.....	Baltimore City
Baltimore City		Mary Emily Walls.....	Caroline Co.
Mary Dinsmore Hohn.....	Cecil Co.	Mozelle Catherine Walters.....	Washington Co.
Margaret Edora Holmes.....	Howard Co.	Frances Elizabeth Ward,	
Ruth Holmes.....	Talbot Co.	Prince George's Co.	
Viola Gwendolyn Holter.....	Frederick Co.	Fred John Ward.....	Baltimore Co.
Vallietta Holtz.....	Frederick Co.	Eugenia Elizabeth Warfield, Montgomery Co.	
Mary Marjorie Hoopman.....	Baltimore City	Gertrude DeLashmutt Warfield, Carroll Co.	
Elsie Mabel Horst.....	Washington Co.	Clifton Walter Warner.....	Carroll Co.
Teny Mae Horst.....	Washington Co.	Gladys Eudolphia Watkins, Montgomery Co.	
Emma Adelaide Lillian Hyde,		Dora Elizabeth Watts.....	Talbot Co.
Baltimore City		Sarah Esther Weintrob.....	Dorchester Co.
Ann Elizabeth Ives.....	Baltimore City	Marian Eleanor West.....	Montgomery Co.
Virginia Elizabeth Jett.....	Baltimore City	Katherine Elizabeth Wheeler.....	Kent Co.
Ethel Ruth Jones.....	Charles Co.	Mary Isabelle Wherrette.....	Baltimore City
Monterey Jones.....	Anne Arundel Co.	Mildred Alice White.....	Baltimore City
Lillian Karpa.....	Baltimore City	Elizabeth Whitestone.....	Baltimore City
John Frank Keezmerski.....	Baltimore City	Dorothy Carroll Wilson.....	Baltimore City
Mary Olivia Keech.....	Charles Co.	Clara Garnetta Windsor, Anne Arundel Co.	
Mildred Elizabeth Keim.....	Cecil Co.	Mamie Virginia Wood.....	Kent Co.
Madlyn Elizabeth Kerger.....	Howard Co.	Esther Oneita Woollen.....	Dorchester Co.
Judith Kidd.....	Baltimore City	Harriette Virginia Wright,	
Mary Grace Kilmer.....	Baltimore City	Berkley Co., W. Va.	
Dorothy Seward Kratz.....	Baltimore City	Naomi Nichols Wright.....	Caroline Co.
Alice Pelham Kriete.....	Baltimore City	Josephine Brown Young.....	Baltimore City

Deferred Diplomas Granted After Summer Session As of Class of 1928

Mary Bernice Ayres.....	Harford Co.	Elizabeth Viola Hoke.....	Frederick Co.
Ralph Wheeler Baumgartner....	Carroll Co.	Virginia Edgeworth Humphreys,	
Margaret Blanche Beard.....	Frederick Co.		Worcester Co.
Florence Esther Bennett.....	Baltimore Co.	Dorothy Corinne Kappel.....	Baltimore Co.
Marion Lea Bloss.....	Allegany Co.	Helen Mary Laird.....	Harford Co.
Ruth Viola Bradford.....	Worcester Co.	Mary Kiziah Mathias.....	Carroll Co.
Anna Rosaline Cheppe.....	Baltimore City	Anna Thelma Moffett.....	Kent Co.
Eleanor Hamilton Cook.....	Baltimore City	Naomi Reese Myers.....	Kent Co.
Mamie Cecelia Donahoe.....	Kent Co.	Naomi Hilda Newton.....	Frederick Co.
Marion Albaugh Dorsey.....	Frederick Co.	Mildred Shanklin.....	Baltimore City
Edna Kathleen Harman.....	Frederick Co.	Inez Deflora Stewart.....	Harford Co.
Carrie Novella Harner.....	Carroll Co.	Elizabeth Norton Van Sant.....	Baltimore Co.
Helen Amelia Hemp.....	Frederick Co.		

CLASS OF 1928

OFFICERS

President, HELEN DORSEY NICOLS

Vice-President, JEANIE MACDONALD ROSS

Secretary, LULA REGINA BICHY

AWARDS

The Baltimore County Bank award of \$10 for the senior receiving the highest grade of scholarship during the two-year course:

GLADYS JEANNETTE MOORE, Dorchester County

The Second National Bank of Towson award of \$10 for the best citizen in the senior class; elected by class vote:

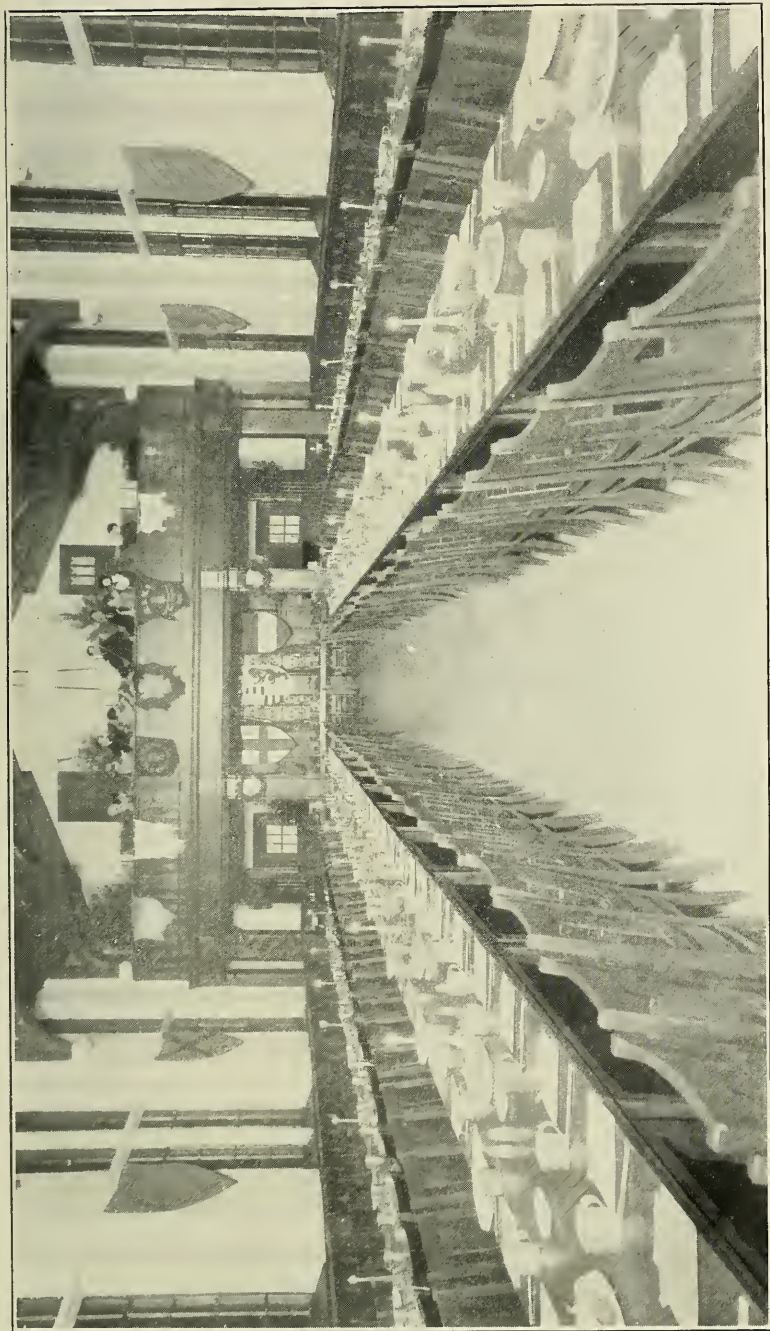
HELEN DORSEY NICOLS, Baltimore City

The Towson National Bank award of \$20 to the student having the best scholarship record, the best civic attitude, and for having done the finest work in student teaching in a rural school:

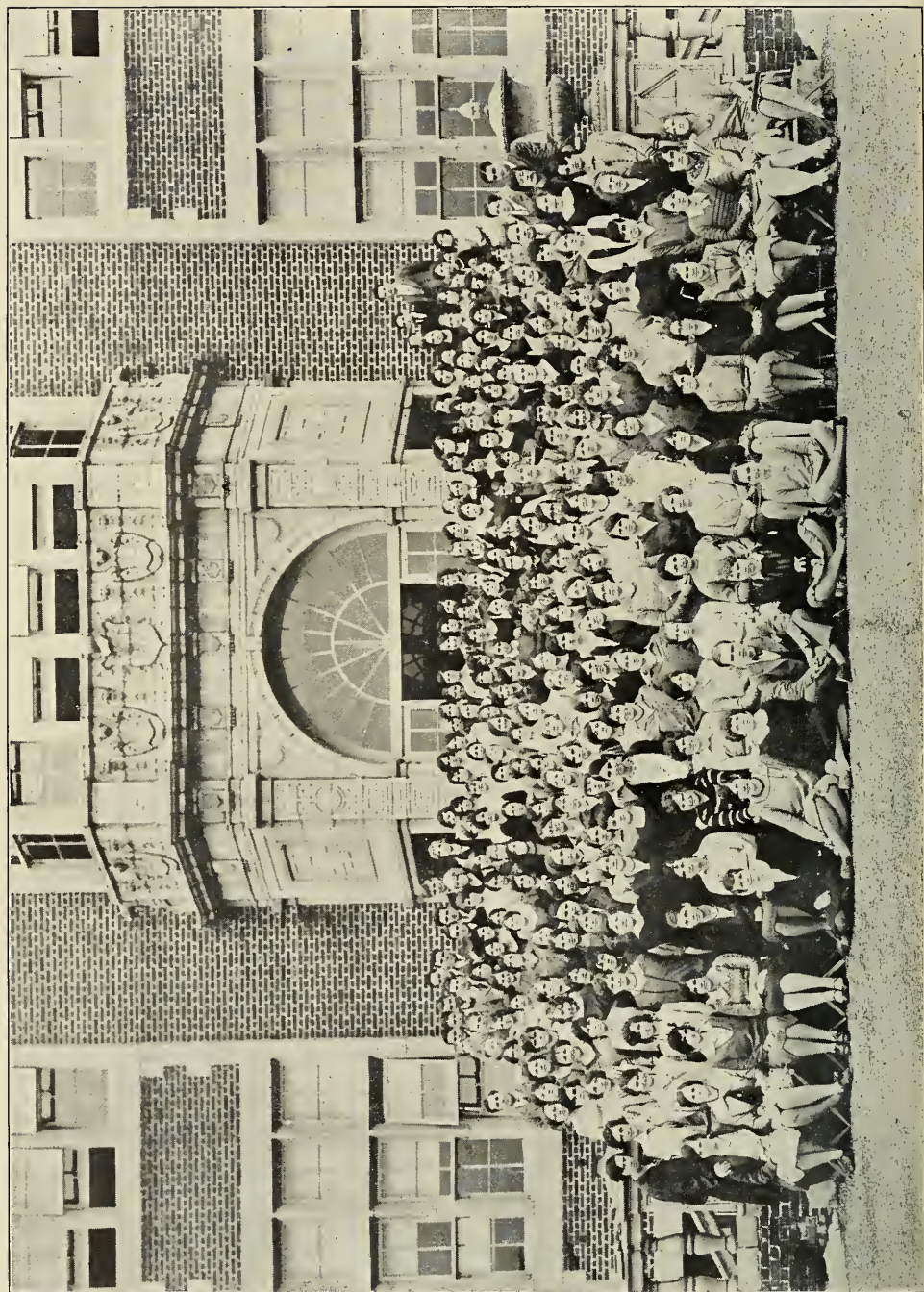
MADelyn ELIZABETH KERGER, Howard County

GRADUATES—JUNE, 1929

Edna Mildred Abramson	Baltimore City	Ruth Elizabeth Ensor	Baltimore City
Gladys Grove Adams	Harford Co.	Bessye Louise Esham	Worcester Co.
Anna Louise Akers	Kent Co.	Henson Michael Evans	Baltimore City
Helen Margaret Allport	Carroll Co.	Emma Louise Everett	Harford Co.
Mildred Ann Amos	Harford Co.	Clara Martha Everist	Harford Co.
May Church Armstrong	Baltimore City	Iris Gwendolyn Fahrney	Washington Co.
Eva Vera Asbell	Baltimore City	Barbara Sophia Fielder	Baltimore Co.
Eleanor Margaret Bader	Baltimore City	Catherine Gwendolyn Files	Calvert Co.
Selma Baer	Baltimore City	Elizabeth Wotthlie Fitz	Baltimore City
Louise Burgoyne Bagwell	Baltimore City	Maria Theresa Florestano,	
Joseph Barlow	Baltimore City	Anne Arundel Co.	
Mildred Barrett	Anne Arundel Co.	Clara Louise Foard	Harford Co.
Ellen Catherine Bartol	Harford Co.	Alleine Katherine Ford	Washington Co.
Sarah Bastian	Caroline Co.	Lillian Ozzella Forsyth	Washington Co.
Antoinette Mary Behncken	Baltimore Co.	Moynelle Frances Post	Washington Co.
Thelma Louise Berry	Charles Co.	Edythe Margaret Fowler	Calvert Co.
Rene Cage Bigelow	Kent Co.	Elizabeth Baldwin Fox	Baltimore City
Louise Bevins Birch	St. Mary's Co.	Beatrice Eldon Frye	Baltimore City
Esther Black	Baltimore City	Anna Ethel Galperin	Baltimore City
Abraham Bohrer	Baltimore City	Harold Marcy Galperin	Baltimore City
Helen Louise Bornscheuer	Baltimore City	Nanette Fluegel Gamse	Baltimore City
Evelyn Mae Bowen	Calvert Co.	Goldie Gloria Gartner	Baltimore City
Blanche Lucile Bowie	Charles Co.	Jean Gibbons	Baltimore City
Sara Elizabeth Bowlus	Frederick Co.	Elizabeth Gilpin	Baltimore City
Naomi Louisa Brewer	Anne Arundel Co.	Evelyn Ruth Girardin	Baltimore City
Helen Lucille Brookhart	Baltimore Co.	Edgar Bernard Givens	Harford Co.
Bessie Buchoff	Baltimore City	Anna Regnor Givvines	Baltimore City
Catherine Missel Buckel	Baltimore City	Samuel Walter Goldberg	Baltimore City
Carl Edgar Bull	Baltimore City	Marion Ruth Goldman	Baltimore City
Herman Cairnes Burton	Baltimore Co.	Paul Goldstein	Baltimore City
Mary Rebecca Butts	Montgomery Co.	Bertha Gorsuch	Baltimore City
Grace Alice Byers	Baltimore Co.	Dora Green	Baltimore City
Dorothy Louise Callard	Baltimore City	Anne Ruth Greenwald	Baltimore City
Araxi Casbarian	Prince George's Co.	Martha Frances Grist	York, S. C.
Amelia Josephine Celustka,		Augustus Hackmann	Baltimore City
Anne Arundel Co.		Nola Grace Hale	Harford Co.
Sarah Rebecca Charles	Caroline Co.	Anita Robinette Harry	Harford Co.
Mildred Cheezum	Caroline Co.	Sarah Hartman	Baltimore City
Mary Virginia Chew	Anne Arundel Co.	Donald Cover Haugh	Washington Co.
Myra Imogene Christopher	Caroline Co.	Lillian Ruth Heimiller	Baltimore City
Mary Magdalene Cinnamon	Baltimore City	Irma Kathryn Heinz	Baltimore City
Frances Helen Clark	Baltimore City	Amelia Rebecca Heller	Baltimore City
Ida Mildred Clark	Washington Co.	Virginia May Herbert	Washington Co.
Louise Dexter Clark	Baltimore City	Adele Grebb Herrmann	Baltimore City
Louise Todd Cochran	Baltimore Co.	Fannie Hiberan	Baltimore City
May Marguerite Coffay	Baltimore Co.	Augusta Hillman	Baltimore City
Bessie Sylvia Cohen	Baltimore City	Katherine Alberta Hoffman	Baltimore City
Pauline Loretta Connor	Washington Co.	Elba Virginia Holland	Talbot Co.
Louise Lancaster Conrad	Washington Co.	Lucille Belle Holloway	Baltimore City
Margaret Jane Cox	Baltimore City	Lillian Margaret Holtschneider	Garrett Co.
Esther Lavinia Crouse	Carroll Co.	Elizabeth Virginia Hudson	Calvert Co.
Ruby Mabel Davis	Baltimore Co.	Barbara Catherine Ilgenfritz,	
Rena Canter Deitch	Baltimore City	New Freedom, Penna.	
Anna Margaret Dick	Baltimore City	Mary Vivian Ireland	Calvert Co.
Mary Evelyn Dittmar	Baltimore City	Blanche Marjorie Jachman	Baltimore City
Hazel Evelyn Dixon	Harford Co.	Anne Rhea Jacobson	Baltimore City
Mary Regina Donohue	Baltimore City	Helen Louise James	Baltimore Co.
Mary Katherine Dost	Baltimore Co.	Henry Sigvard Jansen	Baltimore City
Nell Downey	Washington Co.	Mary Winston Jewel	Baltimore City
Ruth Mary Dunwoody	Baltimore City	Camilla Johnson	Baltimore Co.
Charlotte Elizabeth Eader	Frederick Co.	Hyman Benjamin Kaminkow,	
Mary Evelyn Edie	Harford Co.	Baltimore City	
Emma Ida Rebecca Edwards	Carroll Co.	Bernice Katz	Baltimore City
Louise Julia Eichler	Baltimore Co.	Nellie Edith Keech	Baltimore Co.
Gertrude Dulcy Eisenberg	Baltimore City	Ruth Kenny	Baltimore City
Virginia Bacon Elliott	Baltimore Co.	Hilda Alma Kestner	Anne Arundel Co.



DINING HALL AS IT WAS ARRANGED FOR THE OLD ENGLISH DINNER GIVEN TO THE STUDENTS
AT CHRISTMAS, 1928.



Glady's Naomi Keys	Baltimore Co.	Alice May Ross	Talbot Co.
Nettie Elizabeth King	Montgomery Co.	Irene Rottenberg	Baltimore City
Leah Mildred Kirby	Prince George's Co.	Eva Katherine Royer	Frederick Co.
Marion Kirby	Montgomery Co.	Audrey Elizabeth Sansbury	Prince George's Co.
Annabel Christine Kline	Frederick Co.	Georgetta Schenkel	Baltimore Co.
Amelia Rebecca Kolk	Baltimore Co.	Lydia Elizabeth Schierer	Baltimore City
Anna Margaret Koontz	Carroll Co.	Elizabeth Schindele	Baltimore City
Geneva Louise Krontz	Washington Co.	Helen Schneider	Baltimore City
Mary Katherine Lambert	Carroll Co.	Evelyn Adele Schoenhaar	Baltimore City
Ruth Lear	Harford Co.	Anna Guertje Schuddeboom	Baltimore Co.
Mary Louise Leatherbury	Baltimore City	Lena Frances Schultz	Frederick Co.
Virginia Irene Lee	Baltimore City	John Seamon	Baltimore City
Margaret Colton Leitch	Calvert Co.	Pearl Harnung Seitz	Baltimore City
Elsie Irene Levey	Baltimore City	Freda Enid Sheff	Anne Arundel Co.
Frank Hodges Lewis	Frederick Co.	Anna Gertrude Shepperd	Baltimore Co.
Ernestine Lubarsky	Baltimore City	Lena Merele Shives	Washington Co.
Stella McGrady	Cecil Co.	Helen Joseph Shortall	Queen Anne's Co.
Dorothy Margaret McCurdy	Baltimore City	Rose Evelyn Siegel	Baltimore City
Mary Frances MacKensie	Baltimore City	Grace Augusta Sigelman	Baltimore City
Louise Elizabeth MacWilliams	Baltimore Co.	Helen de Chantal Silk	Baltimore Co.
Virginia Lee Mahon	Baltimore City	Ruth Elizabeth Smith	Frederick Co.
Mary Ann Hunter Marsh	Somerset Co.	Virginia Elizabeth Smith	Baltimore City
Winifred Rosean Masenhimer	Carroll Co.	Katherine Malvenia Stanton	Charles Co.
Dorothy Virginia Mauler	Baltimore City	Clara Beattie Stauffer	Frederick Co.
Sara Elizabeth Mechen	Baltimore City	Clara Margaret Sternor	Carroll Co.
Helen Miriam Mercer	Frederick Co.	Juliet Isabelle Stevens	Queen Anne's Co.
Sara Lynch Merritt	Baltimore Co.	Louise Bertha Stiffman	Baltimore City
Edna Mae Michael	Frederick Co.	Marie Henrietta Stratmann	Baltimore Co.
Mildred Harriette Michael	Harford Co.	Evelyn Marie Strauss	Baltimore Co.
Anna Laura Miller	Washington Co.	Lydia Myers Strehlau	Baltimore City
Emma Dorothy Miller	Harford Co.	Anna Strow	Baltimore City
Glady's May Milton	Baltimore Co.	Glenn Clifford Stull	Frederick Co.
Charlotte Ellen Mimick	Washington Co.	Mary Elena Tarsia	Baltimore City
Emma Letitia Moore	Cecil Co.	Nellie Elizabeth Thomas	Queen Anne's Co.
Margaret Louise Moore	Baltimore Co.	Mattie Marie Tibbs	Harford Co.
Lillian Rose Muehlberger	Baltimore Co.	Edith Dorothy Todd	Somerset Co.
Harold William Mueller	Talbot Co.	Dorothy Hungerford Turner	Calvert Co.
Margaret Priscilla Muller	Baltimore City	Ruth Sarah Ulman	Baltimore City
Dorothy S. Nathanson	Baltimore City	Wilson Valentine	Baltimore City
Edna Grace Neal	Baltimore City	Florence Orvan Vele	Harford Co.
Cornelia Elizabeth Nelson	Queen Anne's Co.	Marie Constance Vinci	Baltimore City
Margaret Ellen Norris	Baltimore City	Doris Bernadette Voyce	Baltimore City
Celia Novick	Baltimore City	Mary Altavene Washburn	Baltimore Co.
Margaret Leona Nowell	Anne Arundel Co.	Esther Louise Weinbach	Baltimore City
Elizabeth Nutwell	Anne Arundel Co.	Gertrude Weiner	Baltimore City
Gertrude Vivian Olsan	Baltimore City	Miriam Seefra Weisman	Baltimore City
Carol Jane Osborne	Harford Co.	Marion Louise Welch	Anne Arundel Co.
Edith Madeline Owings	Baltimore Co.	Mary Lucile Welsh	Montgomery Co.
Jennie Charlotte Palees	Baltimore City	Margaret Ellen Wessel	Baltimore City
Mary Susan Palmer	Frederick Co.	Dorothy Ellen White	Queen Anne's Co.
Ann White Peach	Prince George's Co.	Catherine Claudia Wigley	Anne Arundel Co.
Josephine Marie Pecora	Baltimore City	Melva Amelia Wilkins	Kent Co.
Mary Kathryn Petry	Carroll Co.	Helen Louise Williams	Baltimore City
Ida Estella Phelps	Prince George's Co.	Henry Sinclair Williams	Baltimore City
Evelyn Gertrude Phillips	Frederick Co.	Margery Orem Willis	Baltimore City
Margaret Belle Poole	Carroll Co.	Emma Jeanette Wilson	Baltimore Co.
Marie Wiley Powers	Baltimore Co.	Hilda Frances Winakur	Baltimore City
Katharine Price	Baltimore City	Rose Wolfe	Baltimore City
Ruth Wilma Pritchett	Dorchester Co.	Dorothea Marie Wolff	Baltimore City
Lillian Kathryn Proser	Baltimore City	John Arthur Wood	Talbot Co.
Emma Hulda Purnell	Queen Anne's Co.	Tillie Dorothy Yankelevitz	Allegany Co.
Elsie Elizabeth Repp	Baltimore City	Ralph Edward Yealy	Carroll Co.
Pearl Catherine Rhodes	Washington Co.	Mary Hutchins Young	Calvert Co.
Kathryn Mary Riley	Baltimore Co.	Hilda Dorothea Zetzer	Baltimore City
Eleanor Mae Roberts	Baltimore Co.	Elsie Louise Zimmerman	Baltimore City
Aaron Abraham Rosen	Washington Co.	Sadie Zimmerman	Baltimore City
		Naomi Sophia Zink	Baltimore City

Deferred Diplomas Granted After Summer Session As of Class of 1929

Helen Estella Dorsey-----	Carroll Co.	Margaret Bradley Moss--	Anne Arundel Co.
Carlotta Albertine Hays-----	Frederick Co.	Alice McCardell Quick-----	Washington Co.
Lida Elizabeth Johnson-----	Harford Co.	Ida May Van Fosson----	Anne Arundel Co.

The Baltimore County Bank award of \$10 for the senior receiving the highest grade of scholarship during the two-year course:

Augustus Hackmann, Baltimore City

Those receiving honorable mention for high scholarship during the two-year course:

Virginia Chew, Anne Arundel County

Marion Ruth Goldman, Baltimore City

The Second National Bank of Towson award of \$10 for the best citizen in the senior class, elected by class vote:

Anna Gertrude Shepperd, Baltimore County

Those receiving honorable mention for excellent citizenship:

Augustus Hackmann, Baltimore City

Margaret Anna Dick, Baltimore City

The Towson National Bank award of \$20 to the student having the best scholarship record, the best civic attitude, and for having done the finest work in student teaching in a rural school:

Glenn Clifford Stull, Frederick County

The students receiving honorable mention for excellent rural school work:

Evelyn Marie Strauss, Baltimore County

Charlotte Elizabeth Eader, Frederick County

A new award given for the first time this year; the gift of Mrs. John Wesley Brown, a member of the Baltimore City Board of Education, for the best work in student teaching in Baltimore City is given to:

Virginia Lee Mahon, Baltimore City

Honorable mention is given:

Kindergarten-Primary group:

Evelyn Ruth Girardin, Baltimore City

Intermediate group:

Esther Black, Baltimore City

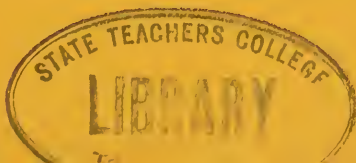
GETTING TO TOWSON

The Maryland State Normal School is located at Towson, the county seat of Baltimore County, which is a short distance north of Baltimore City. The School is situated on the York Road, along which runs the Towson trolley line. Students arriving in Baltimore by railroad or steamboat will take the nearest line of street cars transferring to the Towson car, whose route eastward and northward to Towson is along Fayette street, to Holliday street, to Hillen street, to Greenmount avenue, to York road, to the Normal School grounds.

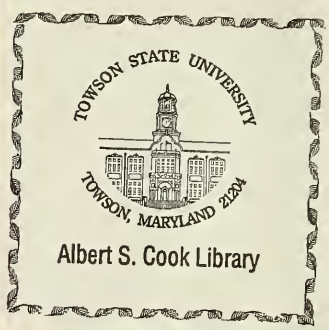
From Union Station (Pennsylvania Railroad) take "No. 17, Waverly" car; ride north; transfer at York Road and Gorsuch avenue to "No. 8, Towson" car, riding north until the school grounds are reached.

The Maryland and Pennsylvania Railroad runs directly through Towson, stopping at the Towson Station, which is an easy walk to the Normal School.

Student's baggage can be handled through the school office, by special arrangement with a local expressman, at a cheaper rate than the Baltimore deliverymen regularly charge for baggage to Towson.



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